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ABSTRACT

A causal approach to human behavior (in this case, substance usage) has been adopted. This framework views each individual as having personality tasks, such as achieving self-respect or emotional security or dealing with sex feelings, which must be worked out. If a person meets barriers while trying to work them out, he may attempt to remove them in temporary and ineffective ways, one of which may be the use of drugs, alcohol, and/or tobacco. Both the student and the teacher's manual for this educational program are included. Behaviorally specific objectives are defined throughout. In general, the program objectives are: 1) to teach what drugs exist; 2) to teach their effects on the human organism; and 3) to show how they fit in with alternative ways for meeting personality tasks. For the teacher, an abundance of references, materials and learning activities are suggested. (TL)

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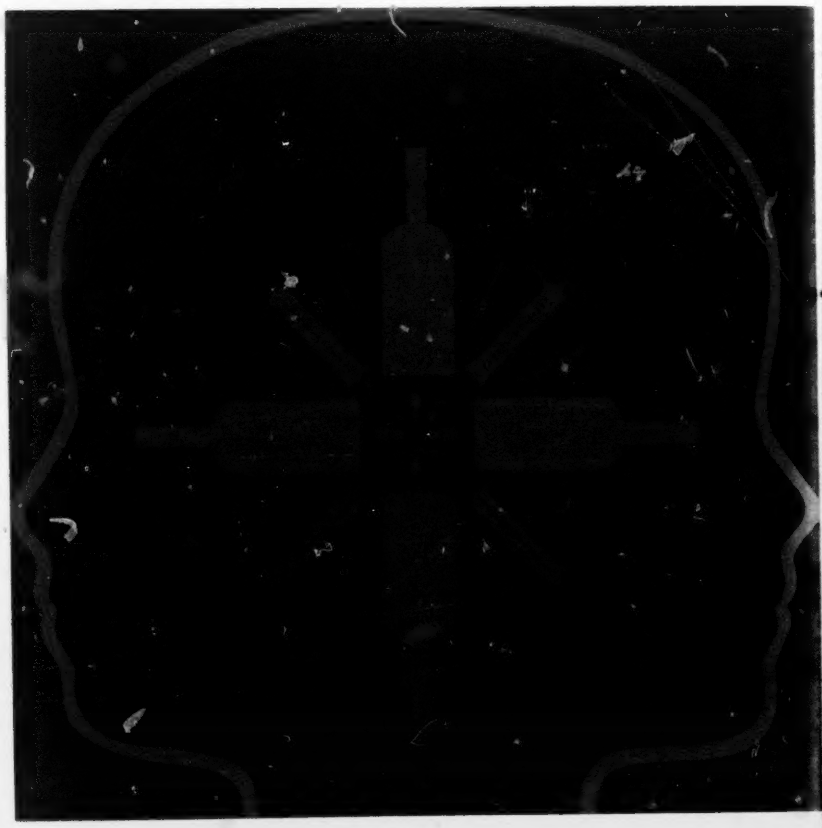
DRUGS, ALCOHOL, TOBACCO & HUMAN BEHAVIOR

TEACHER MANUAL JUNIOR HIGH SCHOOL



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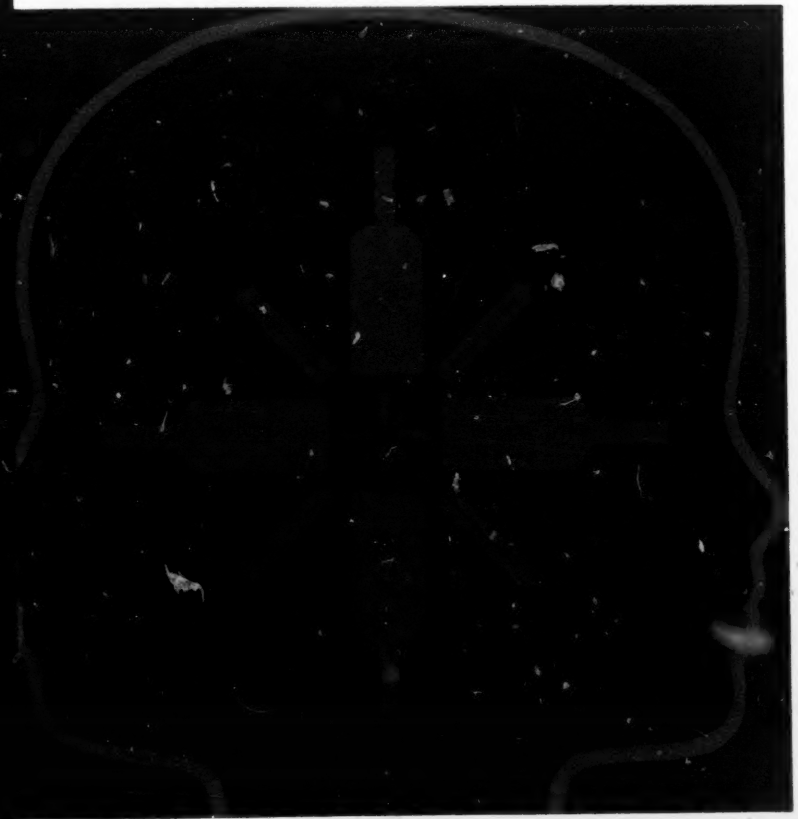

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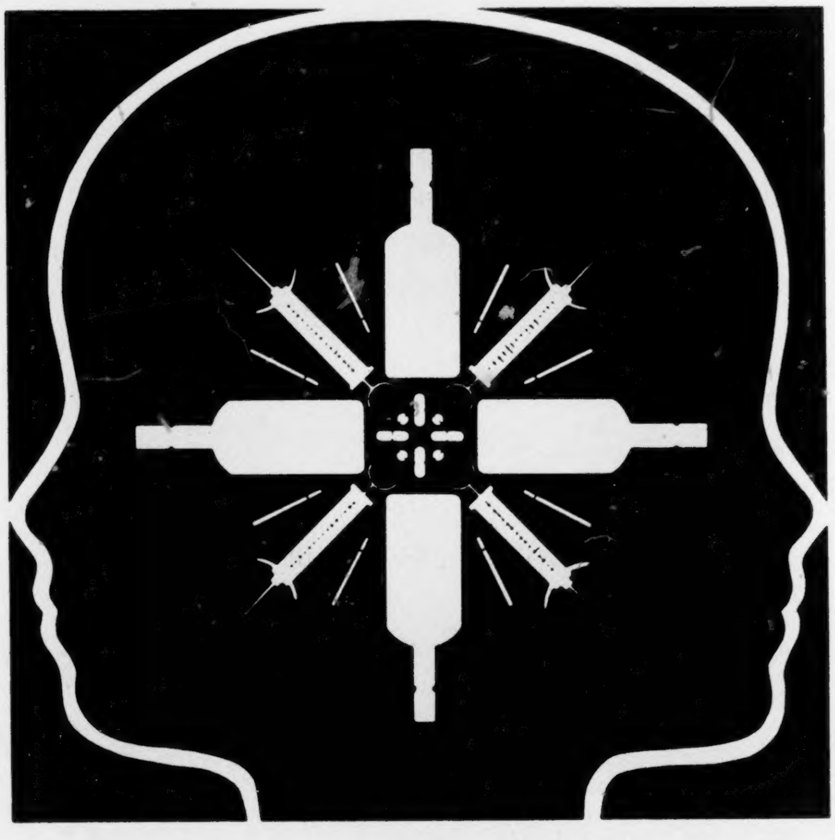

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DRUGS, ALCOHOL, TOBACCO & HUMAN BEHAVIOR

TABLE OF CONTENTS

GENERAL INTRODUCTION

page

WHY THIS MANUAL WAS DEVELOPED xiii

BASIC APPROACH TO THE DEVELOPMENTAL PROGRAM IN DRUG EDUCATION xiv

    BACKGROUND IN BEHAVIOR xiv

    CARE IN SELECTION AND USE OF ADDITIONAL TEACHING RESOURCES xvi

NATURE OF USE AND ABUSE BEHAVIOR xvii

PURPOSE OF DRUG-ALCOHOL-TOBACCO EDUCATION PROGRAM xix

HOW TO USE THE TEACHER MANUAL xx

    HOW THE LIST OF OBJECTIVES MAY BE USED xx

    MAINTAINING LEARNER'S EMOTIONAL SECURITY, FEELING OF PERSONAL WORTH, AND SELF-CONFIDENCE xxii

    THE IMPORTANCE OF PRACTICING THE CAUSAL APPROACH TO BEHAVIOR IN DAILY INTERACTIONS IN THE CLASSROOM xxiii

    ORIENTATION TO THE USE OF THE DRUG, ALCOHOL, AND TOBACCO TEACHING MATERIALS xxiv

A FINAL NOTE xxvi

INTRODUCTION TO UNIT I DRUGS, ALCOHOL, AND TOBACCO: WHAT ARE THE FACTS

A. THE STUDENT WILL BE ABLE TO FORMULATE AND EXPRESS HIS OWN CONCERNS ABOUT DAT, AS DEMONSTRATED BY HIS ABILITY TO: (1)

1. Report on the present problems of DAT in society 2

2. List a number of concerns society has about DAT abuses 3

3. Indicate his own initial interests and questions 4

B. THE STUDENT WILL GAIN MORE OF AN HISTORICAL PERSPECTIVE OF THE PROBLEMS OF DAT, AS DEMONSTRATED BY HIS ABILITY TO: (8)

1. Discuss the historical backgrounds of those specific DAT's that he listed and wishes to consider further 5

2. Differentiate those DAT's with relatively recent origins from those with long historical backgrounds 9

3. Reformulate his interests and questions on DAT in light of his insights about current problems in this area 11

C. THE STUDENT WILL DEVELOP A DEFINITION THAT APPROXIMATES A COMMONLY-ACCEPTED DEFINITION OF THE TERM "DRUG," AS DEMONSTRATED BY HIS ABILITY TO: (13)

1. Differentiate those drugs discussed in Objective B from other given substances 12

2. Explain the differences between those drug substances and non-drug substances 14

3. Develop his own definition of the "drug" as it applies to those differences suggested in the previous learning activity 15

D. THE STUDENT WILL DEVELOP AN UNDERSTANDING OF THE PURPOSE OF USING DAT, AS DEMONSTRATED BY HIS ABILITY TO: (16)

1. Indicate from his readings and from the tapes some common reasons that people give for using DAT to alter their minds and bodies 16

2. Indicate his own ideas about why people use DAT in order to alter their minds and bodies 20

3. Group into three distinct categories the reasons why people use DAT to alter their minds and bodies 21

E. THE STUDENT WILL BE ABLE TO UNDERSTAND THE PHYSIOLOGICAL EFFECTS OF DAT ON THE CNS AND THE BODY, AS DEMONSTRATED BY HIS ABILITY TO: (32)

1. Describe probable effects of various drug substances on the CNS and the body and on human behavior. 23

2. Identify the parts of the body and the CNS and describe their corresponding functions 28

3. Specify the physiological effects of DAT on the body 30

F. THE STUDENT WILL BE ABLE TO UNDERSTAND THE TERMS "PHYSICAL DEPENDENCE," "PSYCHOLOGICAL DEPENDENCE," "TOLERANCE," AND "WITHDRAWAL ILLNESS," AS DEMONSTRATED BY HIS ABILITY TO: (44)

1. Define the term "physical dependence," list drugs producing physical dependence, and give examples of characteristics of persons who are physically dependent 34

2. Define the term "psychological dependence," list drugs producing psychological dependence, and give examples of persons psychologically dependent 35

3. Define the term "tolerance" and give characteristics of a person who has developed tolerance for some drug substance. 36

4. Define the term "withdrawal illness" and give examples of drugs which produce such symptoms in rank order of danger to human life 37

G. THE STUDENT WILL BE ABLE TO UNDERSTAND BOTH THE MEDICAL AND NON-MEDICAL USES OF DRUGS AND THE NEED FOR MEDICAL AND LEGAL CONTROL, AS DEMONSTRATED BY HIS ABILITY TO: (46)

1. Classify medical and nonmedical reasons why people use drugs 38

2. List the consequences, both medical and legal, of DAT use and abuse 41

H. THE STUDENT WILL REALIZE THAT A KNOWLEDGE OF THE EFFECTS OF DAT ON THE CNS AND BODY ARE NOT SUFFICIENT TO EXPLAIN WHY PEOPLE ABUSE DAT, AS DEMONSTRATED BY HIS ABILITY TO: (50)

1. List reasons given by former drug abusers as to why they thought they abused DAT. 45

INTRODUCTION TO UNIT II HUMAN BEHAVIOR: CAUSES, CONSEQUENCES, AND ALTERNATIVES

A. THE STUDENT WILL BE ABLE TO UNDERSTAND THAT THERE ARE MANY CAUSES OF BEHAVIOR AND THAT THERE ARE SEVERAL CONTRIBUTING FACTORS WHICH INTERACT TO CAUSE THIS BEHAVIOR, AS DEMONSTRATED BY HIS ABILITY TO: (62)

1. Write an explanation that shows that knowing the causes of behavior is important to the understanding of why people act as they do. 50

2. Write the behavior equation 53

3. Identify certain needs, or forces of motivation (FM), that each person has, as suggested by Maslow 54

4. Identify the most probable forces of motivation (FM) in a given behavioral situation. 58

5. Define and list several common resources (R) people can use to satisfy a given force of motivation. 60

6. Indicate how the use of drugs, alcohol, and tobacco as resources may satisfy certain forces of motivation 62

7. Define and demonstrate how different people, places, and things (immediate physical setting) can influence the use of resources and ultimate behavior when given a particular FM and IPS 68

8. List at least five resources that would satisfy the needs of the student, when given specific FM's and IPS's 70

B. THE STUDENT WILL BE ABLE TO DIFFERENTIATE BETWEEN THE CAUSAL APPROACH TO HUMAN BEHAVIOR AND THE JUDGMENTAL APPROACH, AS DEMONSTRATED BY HIS ABILITY TO: (79)

1. Divide specific behavioral situations into two general categories . . . 73

2. Explain the differences between the two ways of thinking classified in Objective B.1. 74

3. Define the terms "judgmental thinking" and "causal thinking" as they apply to the differences in the previous learning activity 76

4. Compare his definition of the terms "causal thinking" and "judgmental thinking" with an acceptable definition of those terms 77

5. Distinguish between the causal approach and the judgmental approach in various given behavioral situations. 101

C. THE STUDENT WILL BE ABLE TO RECOGNIZE THAT BEHAVIOR HAS BOTH IMMEDIATE AND LONG-RANGE CONSEQUENCES THAT MAY BE STATED IN TERMS OF PROBABILITY OF OCCURRENCE, AS DEMONSTRATED BY HIS ABILITY TO: (85)

1. Define short-term and long-range consequences 80
2. Identify short-term and long-range consequences when given behavioral situations 81
3. List short-term effects of drugs, alcohol, and tobacco. 84
4. List the long-range consequences of drugs, alcohol, and tobacco 88
5. Considering the long-range consequences, list a number of ways to turn down Drug, Alcohol, and Tobacco invitations. 101

D. THE STUDENT WILL UNDERSTAND THAT ONE'S COMMONLY USED RESOURCES MAY BECOME INEFFECTIVE IN SATISFYING NEDS, AS DEMONSTRATED BY HIS ABILITY TO: (96)

1. Indicate that one's needs are not satisfied when commonly used resources become blocked. 105
2. Indicate that one's needs are not satisfied when commonly used resources become inadequate 108

E. THE STUDENT WILL UNDERSTAND THAT WHEN ONE'S COMMONLY USED RESOURCES BECOME INEFFECTIVE, ALTERNATE RESOURCES ARE DEVELOPED TO SATISFY NEEDS, AS DEMONSTRATED BY HIS ABILITY TO: (99)

1. Suggest alternative resources in a given number of behavior situations when a commonly used resource has been blocked 110

2. Suggest alternative resources to the ineffective ones in a given number of behavior situations 112

F. THE STUDENT WILL UNDERSTAND THAT SOME PEOPLE WHO FIND THEIR COMMONLY USED RESOURCES TO BE INEFFECTIVE CHOOSE DAT ABUSE AS AN ALTERNATIVE RESOURCE, AS DEMONSTRATED BY HIS ABILITY TO: (104)

1. Indicate the resource being used. 114

2. Suggest what this person is not considering in choosing this alternative resource to satisfy his needs 117

INTRODUCTION TO UNIT III IT'S UP TO YOU: THE DECISION IS YOURS, RIGHT OR WRONG

A. THE STUDENT WILL DEVELOP A PERSONAL VIEW OF DAT CONSEQUENCES, AS DEMONSTRATED BY HIS ABILITY TO: (108)

1. List all consequences of DAT abuse that he has seen, heard, experienced, or thought 120

2. Rank in order those consequences, both positive and negative, that are from the most real to the least real to him 121

B. THE STUDENT WILL UNDERSTAND AND APPRECIATE THE DIFFERENT METHODS USED IN MAKING DECISIONS, AS DEMONSTRATED BY HIS ABILITY TO: (110)

1. Define and discuss four methods of making decisions 122

2. Identify the four methods of decision making in behavior situations. . . 124

C. THE STUDENT WILL RECOGNIZE HIS OWN STYLE OF DECISION MAKING, AS DEMONSTRATED BY HIS ABILITY TO: (114)

1. Identify the method of decision making that he used in various real-life situations 125

D. THE STUDENT WILL DEVELOP ALTERNATIVE RESOURCES THAT PRODUCE THE POSITIVE CONSEQUENCES HE DESIRES, AS DEMONSTRATED BY HIS ABILITY TO: (115)

1. Indicate, recalling from the first two units, that there are a variety of alternative resources to drugs, alcohol, and tobacco that will satisfy a person's needs 128

E. THE STUDENT WILL EVALUATE SOME OF THE MANY REASONS PEOPLE GIVE FOR TURNING TO DAT USE/ABUSE, AS DEMONSTRATED BY HIS ABILITY TO:

1. Select certain reasons people give for DAT use/abuse 133

2. Decide if the reasons are valid from a behavioral viewpoint 134

APPENDICIES

APPENDIX A (UNIT RELATED MATERIAL) 134

APPENDIX B (TRANSPARENCY MASTERS) 197

APPENDIX C (ADDITIONAL BACKGROUND MATERIAL). 207

DRUG CLASSIFICATION CHART. 233

WHY THIS MANUAL WAS DEVELOPED

In 1967, the Ohio General Assembly adopted House Resolution 78, which urged the Ohio schools to include "health and family living education" in their curricula. It emphasized a kindergarten through twelfth-grade attack on the problems of youth today: (1) difficulties in sexual adjustment, (2) abuse of alcohol and tobacco, (3) drug abuse, and (4) use of violence. In mid-1968, the State Department of Education contracted with the Educational Research Council of America (Cleveland, Ohio) to assess the needs of Ohio schools as they relate to these social issues. A subsequent survey* was conducted in the 1968-69 school year. On the basis of the findings of this survey, a Family Life Education Curriculum Project was funded by an ESEA Title III grant. School districts in four Ohio cities requested and received permission to participate in a pilot program to develop a curriculum dealing with problems of modern teen-agers: Westlake, difficulties in sexual adjustment; Lima, abuse of alcohol and tobacco; Dayton, drug abuse; and Lakewood, use of violence.

The four school districts contracted with the ERC to assist in the development of this project. Fourteen teachers in four writing teams were involved initially. The Council (1) reviewed with them the results of the survey, (2) trained them in the use of the causal approach to understanding human behavior, (3) guided and directed them in writing the teaching units, and (4) supervised their pilot teaching during the school year 1969-70.

The director of this project is Dr. Ralph H. Ojemann, a renowned psychologist who has pioneered in the teaching of the causal approach to understanding behavior at the University of Iowa, Kent State University, and Cleveland State University. As director of the Child and Educational Psychology and Preventive Psychiatry Program at the Council, he has been responsible for the development of a program in the teaching of human behavior.

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*Educational Research Council of America for the Ohio Department of Education; Columbus, Ohio: Modern Teen-age Problems: Report of Family Life Education Survey of Ohio Schools, 1969.

BASIC APPROACH TO THE DEVELOPMENTAL PROGRAM IN DRUG EDUCATION

In this manual, we are presenting a Developmental Program in Drug Education which recognizes that taking drugs is a form of behavior. Drugs do not enter the human body without action by someone. For this reason, an important part of the program deals with behavior -- what is known about why people use and abuse drugs, how abuse behavior can be prevented or changed after it has started, and how the abuse of drugs is an alternate and unsatisfactory way of dealing with life's problems.

Some people seem to think that when a person takes a dangerous drug, he does so because he does not know about the danger. They assume that teaching him about the dangerous effects of the drug will cause him to change his behavior. Sometimes the person does know something of the danger but abuses the drug, nevertheless. For example, many of the effects of drinking on driving are well known. Despite this, more than half of the current highway accidents involve drunk drivers. More is involved than just factual knowledge.

The point is that overt behavior is a symptom. There are factors that produce it. These factors can vary considerably, and the same behavior may be produced by a variety of causes. If we want to understand behavior, we have to recognize this complexity and turn our attention to the factors that produced the behavior, how it developed, what it meant to the "actor."

This way of looking at behavior and studying it is different from the way most of us have been dealing with behavior. It is therefore important that any teacher who is planning to teach the Ohio Program in Drug Education first examine his own approach to human behavior.

BACKGROUND IN BEHAVIOR

For purposes of teaching, one can think of behavior as a product of the interaction of motivating forces with the ideas, skills, and other psychological and physiological resources that the individual possesses at the time the behavior takes place. A simpler way of saying this is that the individual has some basic feelings he wants to work out, and he uses whatever ideas, skills, and strength he has available to reach his goal of satisfying his "needs."

In brief, the process of meeting personality demands may be viewed as follows:

I. Every person is faced with such tasks as:
   a. Achieving a measure of self-respect (being a person in one's own right, recognized as a significant person).
   b. Achieving a measure of emotional security -- feeling that he has control over or protection from the things he thinks may hurt him.
   c. Dealing with sex feelings.
   d. Dealing with the demands for activity and rest.
   e. Satisfying hunger for food.

II. In working out these tasks, the individual devises or adopts a method, using whatever ideas, skills, attitudes, or other resources he has available. He may have learned that there are some activities he can perform more skillfully than others. He may see someone using a method that looks good to him and he adopts it. He may learn of some methods through what he is told or what he reads. He gets his ideas from many sources.

III. If he finds a given method helpful, he will tend to continue it. He will tend to give more emphasis to immediate effects and less to long-term consequences unless his experiences have been broadened through effective teaching and experience to help him become aware of the more remote consequences.

IV. In working out these tasks, the person may meet barriers. He may have difficulty in achieving the respect of his classmates or a peer group, or feeling that he "amounts to something." People may think of him as being less capable than he is. He may feel he is being pushed around. He may worry about being displaced by technology. He may not feel he is respected at home.

V. When a person meets a barrier which he cannot easily overcome, he feels blocked or frustrated. This is an unpleasant feeling, and he tries to get rid of it. He uses whatever ideas, skills, attitudes, and other resources he has available. He gets his ideas and attitudes from many sources.

VI. If he does not know how to "remove this barrier" in an acceptable and permanent way, he will use temporary and usually ineffective methods to relieve his frustration, such as aggression, exploitation of sexual feelings, drug usage, and other temporary devices.

VII. Thus, the foundation for preventing the development of "abuse" behavior and promoting the growth of constructive behavior requires that the person learn to understand the nature of the tasks life presents, the nature of frustrations, differences between constructive and non-constructive methods of resolving frustrations, including differences in their remote as well as immediate consequences; and that he acquire facility in the use of constructive methods of working out his daily tasks. There is some evidence that, with help from an understanding parent or teacher, the child can learn something of the nature of frustrations, how they can be worked out constructively, and how to use this knowledge in making daily decisions. There is evidence that learning how to solve daily frustrations constructively can begin in the early years.

The basic concepts of behavior listed above are so important that no teacher should attempt to teach this program unless he has checked himself as to his understanding of them and appreciation of a causal approach to behavior.

CARE IN SELECTION AND USE OF ADDITIONAL TEACHING RESOURCES

The description of the suggested learning program contains numerous references to articles, films and transparencies. Other types of material will come to the teacher's attention. It is suggested that new items be carefully examined before they are selected for use. Some of the material currently dealing with drug abuse is heavily weighted in trying to deal with symptoms instead of directing the discussion to the underlying causes. There is much emphasis on the physiological effects of drugs. The program will not be effective if the student is not helped to develop his ability to think in terms of how the behavior may have developed and what it may mean to the "abuser."

NATURE OF USE AND ABUSE BEHAVIOR

This program recognizes that there are both proper and improper uses of drugs. The extent to which modern medicine uses drugs for healing purposes is an obvious example of drug use under medical supervision. The use of volatile solvents in certain adhesives made possible both effective and convenient "glues" (a use) and "glue sniffing" (an abuse). Almost anyone can name several drugs which, when used according to directions, are beneficial. When the same drugs are used in much larger amounts, or in different ways than called for in the directions, they may interfere with body functions to such an extent as to cause premature death, reduce available energy, and prevent the real fulfillment of needs.

The intention of this Drug Education Program is to encourage each student to clarify for himself what he wants to do with his life. He is encouraged to use this standard in deciding how the daily problems he meets are to be worked out.

The world today is not as it was a hundred years ago -- or fifty years -- or even ten. Modern communication and transportation have made the average person more a citizen of the world than ever before. Even the least traveled of us lives in the whole world through the medium of television. The average 12-year-old of today has seen more of the behavior and appearance of the people of Vietnam than his parents in their youth had seen of the behavior of people in other parts of their own country.

One consequence of this change is the emerging awareness that the behavior patterns (or rules) that are acceptable in one group are not acceptable in another. It may be considered good for the child in Italy to drink wine; however, it is considered bad for a Muslim of any age to drink wine. It may be bad for the members of one cultural group to have children out of wedlock and at the same time be quite permissible in another culture.

These differences in the values, behavior patterns, and moral codes between cultures, ethnic groups, and even age groups in the same culture make it imperative to reexamine the reasons for behavior and find more meaningful methods with which to evaluate both our own actions and those of others.

On the daily practical level, this concept makes itself felt in the form of constant misunderstanding and, hence, conflict between the parent and child, teacher and student, black community and white community, rural and urban areas -- ad infinitum. Our special area of concern here is to present a method whereby the teacher and the student can examine behavior by looking at the underlying causes and the future results of that behavior in terms of basic psychological principles.

Unless we discuss actions in reference to causality, we tend to answer sensitive questions from the viewpoint of our own cultural ethic. If this answer is in opposition to the child's culture or experience, the result is that the student is turned off -- tuned out -- and little that the teacher says is given credence from that time on. Although this seems like a small point, all research is in agreement that this is exactly the process that does take place. It is as though the figure of authority had been caught in a lie. We, know, of course, that no untruth was spoken or intended, but the values of one subculture are not necessarily the values of another, and it is difficult to discuss behavior rationally in terms of our own biases.

The problems multiply greatly when we study the interrelationships of sex, aggressive behavior, and the use of alcohol, tobacco, and drugs. The actions related to all these areas are closely tied up in the mores of the individual. A broad deviation of behavior is observable from culture to culture but is not necessarily acceptable from culture to culture.

PURPOSE OF DRUG-ALCOHOL-TOBACCO EDUCATION PROGRAM

To learn to use drugs and related substances in ways that help him move toward his goal in life and permit others to do the same, an individual needs to know what drugs exist, what effects they tend to have on the human organism, and how they fit in with alternative ways for meeting the daily tasks.

He also had to be emotionally free to use this knowledge. This means that he has to know about mutually constructive methods for meeting his daily security, adequacy, self-respect, and similar needs and become sufficiently successful in using these methods that he is not plagued by insecurity, inadequacy, or other emotional strains to the extent that they interfere with his logical use of drug knowledge.

Behavior toward drug use varies not only with time but also from one place to another. Every teacher will want to become familiar with the patterns of use and abuse in his own community.

HOW TO USE THE TEACHER MANUAL

Each unit contains learning objectives, stated in meaningful (i.e. behavioral) terms, learning activities, dialogue, and teaching materials.

How the List of Objectives May Be Used

The list of objectives was developed by using knowledge of the available research and analytical findings. The use of research and clinical study broadens the base of one's experience considerably and thus provides an extensive foundation for the selection of objectives.

The pupils in a given class may feel the relevance of some of the objectives and not of others. Since most students probably would not be familiar with the findings of research, they may not appreciate the relevance of some of the objectives. The teacher needs to know to what extent the students in his class feel the significance of each objective.

To help the students feel that the objectives are relevant to them, to detect the extent to which the class considers each objective relevant, and to check the list of completeness, it seems highly desirable and logical that the teacher and class work together to develop some objectives for each major unit and then check their product against those derived from scholarly analysis to see what should be added.

The teacher can proceed in several ways in working with the class to develop a list of meaningful objectives. Whatever procedure he uses, he wants every objective to be expressed in meaningful (behavioral) terms,and every student to feel the significance of the objectives which guides his study.

One suggested procedure is to have teacher and class working together to develop a meaningful list. The teacher can begin by asking the class to name some of the significant aspects to study about the topic under consideration. This will give students an opportunity to express what their experience has suggested. If the teacher has the objectives thoroughly in mind, he can sort out the various ideas as they are suggested by the class and help the class state them in meaningful form.

As the class discussion proceeds, the teacher, by virtue of his knowledge of the objectives that have been developed, can detect aspects not brought up by the class. He can introduce these by such questions as, "How about thus and so?" "Some studies of the problem have suggested thus and so. What should we do with those findings?" Similarly, if he finds that the class discussion brings out some objectives not included in the list that appear relevant to the situations, he can add them to the list.

In such a procedure the teacher uses the list of objectives in two ways: (1) as a guide to assembling the ideas expressed by the class and putting them in meaningful form and (2) as an aid in helping the class to incorporate the findings of scholars in the area. Without the list, the teacher may have difficulty in checking the suggestions produced by the class to see if they include the findings of research in the area. As indicated above, the ordinary experiences of youth and adults tend to be limited, and one of the functions of research is to widen this experience.

It may happen that the significance of some objectives suggested by research is not clear to some students, since research may go considerably beyond their experience.

If any objective appears irrelevant to several students, the teacher should take time to discuss with them the significance of the objective for their development. If an objective does not seem significant to the student, there are two possibilities -- either the objective is, indeed, irrelevant to the student's development (it may not apply now but will apply later, or it will probably never be relevant); or the objective is relevant, but the student does not have the background to feel its significance. If the teacher, together with consultant help, cannot supply a rationale for an objective, the objective should be dropped. If there is a rationale, but the pupil does not appreciate it, the teacher can take measures to help the pupil acquire the necessary background. If a significant proportion of the class does not have the background, it can be supplied through class work. If it applies to only a few, this can be done through individual procedures.

In discussing objectives, the teacher must be careful to discriminate between claims of irrelevance that grow out of inadequate background in the area and those that grow out of emotional difficulties of the student. If a student has suffered extensive and severe deprivations so that he is plagued by deep feelings of insecurity and inadequacy, he will have difficulty in thinking logically in almost any area. To help a student of this type may require assistance from pupil personnel services.

Thus the prepared list of objectives was constructed to aid the teacher in working with the class to make objectives meaningful and significant. To conduct an intelligent class discussion of objectives, the teacher needs to be fully aware of the rationale underlying each objective.

It should be noted that, in such a procedure as the above, the teacher has in effect pretested in a general way the students' appreciation of the significance of the various objectives. From the discussion, the teacher learns to what extent given students appreciate the significance of the objectives for their development and which students require further background.

Maintaining Learner's Emotional Security, Feeling of Personal Worth, and Self-Confidence

In all of the learning experiences, verbal or otherwise, if learning is to be effective, the learner's feeling of personal worth and confidence has to be maintained. Such procedures as "dominating the pupil," considering the teacher-learner relation to be of the "catcher-culprit" type, assuming the learner is less capable than he really is, "talking down" to him, making decisions for him in areas where he has the background to assist in making the decisions, providing material too easy or too difficult, neglecting to try to understand the learner and appreciate the difficulties he may be facing, and paying attention to the learner's feeling of significance of what he is studying are examples of procedures that tend to undermine security and self-respect.

An important source of a feeling of insecurity or inadequacy could arise when the learner has been using an immature method of satisfying a need, and the content he is learning suggests to him that the method is an immature one and therefore, logically, should be given up. For example, suppose he learns that the drug is not really helping him solve his difficulty and, in addition, may be causing him bodily harm. This realization could be very disturbing.

It is very important in guiding learning to recognize the possibility that such situations may arise and to help pupils who may be faced with them. Very little attention has been given in the past to this problem. There is a possibility that much of the so-called irrelevance may have its source in such situations.

The Importance of Practicing the Causal Approach to Behavior in Daily Interactions in the Classroom

The daily behavior of the teacher toward his students is an important influence in helping students learn to understand behavior. The reason for this is that students observe how the teacher deals with the daily situations that arise and they learn from these observations. It is thus essential for effective teaching that in dealing with questions and the discussion of use of drugs, violence, sex behavior, or other forms of human behavior the teacher give evidence that he tries to understand the causes of the behavior before dealing with it and encourages the class to do likewise.

The class discussion can be so conducted that it recognizes the importance of understanding and appreciating the reasons for the behavior under consideration, or it can be so conducted that it encourages making arbitrary judgmental approaches to it, or it may involve a mixture of the two. For effective learning, it is helpful to recognize these differences in the character of class discussions and class work, and to assist the class in striving toward a high proportion of causal approaches.

Similarly, when dealing with disputes in the classroom, on the playground, or elsewhere in the school, the teacher can give evidence that he tries to understand before suggesting a resolution. He thus demonstrates again an understanding approach. To do this effectively he has to be well aware of what an application of the causal approach implies, or the role of first-aid measures in behavior situations, and how to use this knowledge in the daily interactions. Thus, in all interactions with students the demonstration by the teacher of the understanding approach is important.

Orientation to the Use of the Drug, Alcohol, and Tobacco Teaching Materials

The program materials consist of a Student Book, Teacher Manual, and Teaching Kit.

The student DAT book contains exercises for the student to work out, stories to read, and some pictorial material. The pages of the notebook are referred to at appropriate points in the Teacher Manual. It is hoped that each student can be provided his own DAT book to keep, for it is not only convenient, but also serves the important function of helping to make the program a more personal one. In it the student will list thoughts and attitudes which he may not want to share with anyone; a personal notebook will better allow for confidentiality. He will be asked to take a careful look at his motivations, interests, and feelings, for the program is based on the idea that in order for him to make important decisions in the area of drugs, alcohol, and tobacco, he will need to have a solid understanding of why people, including himself, act the way they do.

The Teacher Manual is written so that the teacher can quickly understand the learning activity and its relation to the general and specific objectives of any particular section. It may be helpful to the teacher if he reads these general objectives to gain an overview of the program and see how one section is integrated with the next. The lettered general objective is first listed and then followed by one or more numbered specific objectives which are stated in behavioral terms. In the column, Learning Activities, are the specific activities which are suggested to help the student reach each specific and general objective. A good understanding of general and specific learning objectives will help the teacher guide the student learning activities.

The Dialogue column consists of a running commentary from the authors to the teacher so that he can gain a better understanding of how the learning objectives and learning activities interrelate, and the thinking behind them.

In the Teaching Material column are listed those booklets, films, pamphlets, etc., which seemed to the writers to be particularly appropriate for the specified learning objective. Additional resource materials are listed in the back of the manual; these, although considered important and helpful, may not be as relevant as those items specified in the Teaching Material column.

Experience has indicated that materials should be ordered well in advance of the anticipated initiation of the program. A few weeks may suffice for commercially prepared materials, but eight weeks or longer may be required for those materials ordered from the Federal Government.

The Teaching Kit includes items which will help make the learning objectives more effective. It is possible for the teacher to improvise; however, the authors have found that the items included in the kit are especially pertinent to the learning activities specified.

If you wish to contact the authors of this program for information or to make comments please write to:

The DAT Program
Psychology Department
The Educational Research Council of America
Rockefeller Building
Cleveland, Ohio 44113

A Final Note

One last note to the teacher: The three of us who have taught, revised and rewritten this junior high DAT program are classroom teachers, two in Lima and one in Dayton.

Since we are teachers, we have a habit of saying everything twice. Therefore this DAT program can be very successful if you, the classroom teacher, fully understand what we are doing.

You, the teacher, are the most important part of the DAT program. Your interest in the program will help "turn on" the students' interest. We have heard a great deal about self-fulfilling prophecy, and you as a teacher have probably experienced this in your classes, or noticed it in a collegue's class, too.

We have included a fairly large unit of facts about drugs, but not too large. We have included a larger unit about the causes of behavior, because this is more important! Finally, we have included a third unit on decision making. In the third unit, "It's up to you," we have said to the student, "You and only you can make the decision as to which direction your life will go." We as teachers hope he will make a wise choice about DAT use/abuse. Nowhere in the unit have we said, "Don't do this," or "Don't do that." We most especially want to suggest to you that if the student asks a question that you cannot answer, say so, then suggest that the class do some research on that question. The experts we have heard often say, "I don't know," or "The research is not complete on that point."

It is very easy for our own personal biases to intrude on our teaching. A drug user is probably using drugs as a resource -- to fill some need. We should be ready to help such a person find some alternative resource to take the place of what he is doing.

Finally, we see this as a preventative program, not primarily for a person who is physically or psychologically hooked on drugs. As we have said to the student, "Have fun!"

INTRODUCTION TO UNIT I

DRUGS, ALCOHOL, AND TOBACCO: WHAT ARE THE FACTS?

The purpose of this unit is to acquaint the student with some of the more important facts relative to the use and abuse of drugs, alcohol, and tobacco (DAT will hereafter signify drugs, alcohol, and tobacco). Alcohol and tobacco are included because it is easy to forget, because of widespread social use, that indeed alcohol and tobacco are drugs. Often some young people bring up this point to excuse their use of other drug substances.

To avoid the position of either attacking or defending whether one could justify use of any DAT substance, we are taking the position that whatever one does, he will be aided in his decision by an accurate appreciation and knowledge, from the best information available, of the particular effects of any specific DAT.

We think that the more objective the teacher can be about any drug substance, the less tendency there will be for the student to have to defend any previous commitment. It is, therefore, recommended that the teacher refrain from exaggerating the consequences of any particular DAT. The aim here is to help the student make an accurate assessment, from the best knowledge available, of the consequences of abusing DAT.

Among the consequences to be evaluated will be the effects of DAT on the CNS (Central Nervous System) and body. Legal ramifications will also be examined. To help accomplish this, there are included in the unit a Drug Classification Chart and a Legal Chart (which are included in the appendices of the Student Book and Teacher Manual).

Included also is material on the history of DAT so the student can obtain a clearer perspective of the "drug problem." It is not a new problem, and each generation has attempted to deal with it.

GENERAL OBJECTIVE: A. The student will be able to formulate and express his own concerns about DAT, as demonstrated by his ability to:

SPECIFIC OBJECTIVE: 1. Report on the present problems of DAT in society.

Teaching Materials:

1. Local newspaper
2. The New York Times, (Sunday issue)
3. Magazines: Life, Time, Junior Scholastic, Weekly Reader, Today's Health, P.T.A. Magazine

Learning Activities:

A.1. Have the student bring in newspaper and magazine articles that deal with problems of DAT (these can be placed on pages 2 - 3 of his book).

Dialogue:

Note: We suggest that you read and discuss the various aspects of pp.xiii-xxv with your class, also the introduction to the Student Book. This may take a couple of periods or so. While this is being done in class, the students can be gathering material for the first assignments on **pages** 2-3.

A.1. We are asking the student to collect various newspaper articles and reports dealing with the problems of DAT in order to help him realize that this problem area, which is the basis of this course, is a real concern to our society today. This learning activity is also intended to help the student to formulate and express those concerns which he may be only vaguely aware of at the present time.

For the student who indicates that he is unable to find newspaper and magazine articles, this might be a good time to reintroduce him to the Reader's Guide to Periodical Literature in your school library. In addition, in Teaching Materials (see top of page) some periodicals are listed.

GENERAL OBJECTIVE: A. The student will be able to formulate and express his own concerns about DAT, as demonstrated by his ability to:

SPECIFIC OBJECTIVE: 2. List a number of concerns society has about DAT abuses.

Learning Activities:

2. Have the student list in his DAT book on pages 4 - 6 a number of concerns society has today in the areas of DAT.

Dialogue:

2. The purpose of this activity is to motivate the student's interest along lines of the concerns our society has concerning the problems of drug abuse. At this particular time there is much in the news about the U.S. government's attempts to eliminate the heroin traffic in Vietnam and other Southeast Asian countries and to cut off the opium markets of Turkey and France. Newspapers daily contain articles, even headlines or letters to the editor, about such problems concerning drugs as drug peddling, deaths resulting from overdose, arrests of drug pushers or users, the expense of the drug problem, drug programs being established by concerned members of society to deal with the problems of drug abuse, etc. Even letters to personal columnists show deep concern by writers who express deep feelings over loved ones falling prey to the drug habit, or show worry over how to get off the drug habit.

GENERAL OBJECTIVE: A. The student will be able to formulate and express his own concerns about DAT, as demonstrated by his ability to:

SPECIFIC OBJECTIVE: 3. Indicate his own initial interests and questions.

Learning Activity:

3. Have the student list any concerns or questions he may have about DAT on page 7 of his book.

Dialogue:

3. In this learning activity, we want the student to indicate any of his present concerns about DAT and any of their ramifications. We begin with his interests in these areas in order to set a proper tone or attitude of mutual student-teacher cooperation and involvement. It is hoped that because we have sought the student's concerns he will realize that this program will consider his attitudes and feelings about a very real area in his life today, the use of DAT, and that as a part of this program he will be not a passive observer but an active participant. It may be necessary to tell the student who is anxious to have an immediate answer to some of his initial questions that, although these questions will be answered in the program, they may require additional information and knowledge before he truly is able to understand the problem and find an acceptable answer for it. For this reason, he should be encouraged periodically through the program to refer to these questions.

For the student in your class who complains that he cannot think of any interests or questions to write about, suggest that he at least list the names of some drugs he has heard of and about which he would like more information.

GENERAL OBJECTIVE: B. The student will gain more of an historical perspective of the problems of DAT, as demonstrated by his ability to:

SPECIFIC OBJECTIVE: 1. Discuss the historical backgrounds of those specific DAT's that he listed and wishes to consider further.

Teaching Materials: U.S. Department of Health, Education, and Welfare, Washington, D.C.: Public Health Publications.

"L.S.D."	No. 1828
"Marijuana"	No. 1829
"The Up and Down Drugs"	No. 1830
"Thinking About Drinking"	No. 1683
"Narcotics"	No. 1827
"Cigarette Smoking"	No. 1103-F

N.I.M.H. Catalog, National Clearinghouse for Mental Health Information: Washington, D.C.

"Marijuana Facts and Fables"	No. 5021
"Public Service Campaign on Drug Abuse"	No. OM2055

Learning Activities:

B.1.a After the student has worked in a small group to develop the specific DAT's he wishes to consider further, have him write a brief report on page 8 of his book, discussing the historical aspects of the specific DAT his group has investigated.

Dialogue:

B.1.a In this learning activity each student should enter a group formed on the basis of similar DAT concerns. The group should discuss historical backgrounds of the specific DAT its members have chosen to consider -- especially with reference to: (1) where, when, and why was the drug first used; (2) how and when was it introduced in the U.S.A.; and (3) problems associated with it's use. It is the purpose of this objective to have the student realize that neither the existence nor the problems of DAT are unique to the present time or culture, but have existed for many centuries and in many diverse cultures of the world. For this reason we are not primarily interested in the student's ability to memorize and be able to recall the many and varied historical facts about DAT that may be reported in this classroom activity, though certainly some of this information will automatically be retained.

Space is provided on pages 9 and 10 of the Student Book for notes. Background information is provided in the appendix of the Teacher Manual, pp. 136-137.

GENERAL OBJECTIVE: B. The student will gain more of an historical perspective of the problems of DAT, as demonstrated by his ability to:

SPECIFIC OBJECTIVE: 1. Discuss the historical backgrounds of those specific DAT's that he listed and wishes to consider further.

Teaching Materials: U.S. Government Printing Office, Washington, D.C.:
"Drugs of Abuse" No. 1968-0-312-959 (pamphlet)

American Medical Association, Chicago, Illinois:
Series of pamphlets

American Cancer Society (call local agency):
"If You Want to Give Up Cigarettes" (pamphlet)
"Where There's Smoke" (pamphlet)

Learning Activities:

B.1.b After the student has worked in a small group to develop the specific DAT's he wishes to consider further, have him write a brief report on pages 9 - 10 of his book, discussing the historical aspects of the specific DAT his group has investigated.

Dialogue:

B.1.b A suggested list of topics from which to choose:

1. Marijuana
2. Tobacco and Health
3. Heroin and the Opiates
4. The Hallucinogens

Dialogue: (continued)

5. Drugs and Primitive Religion
6. Tranquilizers
7. Alcohol and Driving
8. How Drugs Look
9. Social Drinking
10. Amphetamines, Barbiturates

The list above is not intended to be all-inclusive but rather to suggest some areas that might lend themselves to a good display. You may find that, as the program continues, your students wish to pursue an area of special interest to them. This area, too, would probably make a good display-topic and can replace one of those suggested above.

GENERAL OBJECTIVE: B. The student will gain more of an historical perspective of the problems of DAT, as demonstrated by his ability to:

SPECIFIC OBJECTIVE: 2. Differentiate those DAT's with relatively recent origins from those with long historical backgrounds.

Learning Activities:

B.2.a. In Student Book page 11, have the student list from his own reports, as well as the other group reports, all the DAT's that have been discussed in class.

Dialogue:

B.2.a. For this learning activity you may also want to include in the student list a number of drugs that have not yet been discussed in the class. You may wish to consult the drug chart (in your kit) for the names of some of these other drugs, or attempt to elicit other names from the students. The reason this may be helpful to the class is that it will give them a broader scope of the historical backgrounds of many DAT's.

GENERAL OBJECTIVE: B. The student will gain more of an historical perspective of the problems of DAT, as demonstrated by his ability to:

SPECIFIC OBJECTIVE: 2. Differentiate those DAT's with relatively recent origins from those with long historical backgrounds.

Learning Activities:

B.2.b. Have the student group those DAT's listed in learning activity 2.a. into two columns -- long historical background vs recent origin -- in his book on page 11.

Dialogue:

B.2.b. From the classroom reports it should be relatively easy for the student to classify the DAT discussed; however, those DAT's that were not discussed may necessitate some brief library research by a member or panel of the class to provide the information necessary for the grouping of those DAT's. As a result of the learning activities in Objective B, the student should have an appreciation of the historical perspective of DAT, which includes the ability to differentiate drugs of recent origin from those with long histories. At this point you should ask the class to explain why it has chosen only those substances discussed before as DAT's rather than including such things as candy, Lay's Potato Chips ("Bet you can't eat only one"), or other edible substances.

GENERAL OBJECTIVE: B. The student will gain more of an historical perspective of the problems of DAT, as demonstrated by his ability to:

SPECIFIC OBJECTIVE: 3. Reformulate his interests and questions on DAT in light of his insights about current problems in this area.

Teaching Materials: American Cancer Society:
"Cancer of the Lung"
"Smoke Cigarettes, Why?"

Learning Activities:

B.3. After listening to the reports of the problems of DAT in society, have the student rewrite on page 12 of his book his continuing interests and questions about DAT.

Dialogue:

B.3. In this learning activity you will probably want the student to have in writing a clear statement of his interests and concerns in the area of DAT. Since it is a function of this program to have the student feel that he is an active participating member of the class, it is important that you encourage him to write his concerns in his own words. You may have to help him in various stages of his reformulation, but, when you do, it is strongly advised that he feels his final statements of concern are his and his alone. For the student who does not seem to be able to respond with anything more than a list of drugs, you may encourage him in this learning activity to say why he is interested in these areas.

It is the intent of this final learning activity in Objective B to have the student commit himself to an area of interest and concern and thus to develop an initial motivation to want to learn more about his interests and concerns. Objectives A and B have dealt with current concerns of both the student and society, but now, in moving into Objective C, we would like the student to realize that his concern and interest in DAT can be, for the most part, investigated from an historical perspective. It is hoped that this combination of objectives will "hook" the student on learning about all the ramifications of DAT as they are treated in the rest of the program.

GENERAL OBJECTIVE: C. The student will develop a definition that approximates a commonly-accepted definition of the term "drug,"as demonstrated by his ability to:

SPECIFIC OBJECTIVE: 1. Differentiate those drugs discussed in Objective B from other given substances.

Learning Activities:

C.1. Have the student classify a large number of given substances into two distinct groups on page 13 of his book.

Dialogue:

C.1. Write the following substances on the board in preparation for learning activity C.1.

marijuana
potato chips
cigarettes
benzedrine ("bennies")
wine
pickles
pepper
glue
hamburger
cough syrup
air
rice
water

parsley
heroin
milk
nembutal
seconal
beer
eggs
LSD
candy
goof balls
peanuts
speed
whiskey

If your class has chosen other drugs than those mentioned above, you can insert the class's selection in place of any of those suggested here. For this activity have the student turn to page 13 of his book and place each of the substances into what he believes to be two distinct groups, i.e., drugs and nondrugs. The purpose of this activity is to have the student notice the fact that he does differentiate "drug" from nondrug substances.

Dialogue: (continued)

In the next learning activity we hope to draw this idea from the student rather than just telling him. For the student who does not seem to be able to find a way of differentiating these substances, it might be helpful to suggest he work in a small group.

GENERAL OBJECTIVE: C. The student will develop a definition that approximates a commonly-accepted definition of the term "drug," as demonstrated by his ability to:

SPECIFIC OBJECTIVE: 2. Explain the differences between those drug substances and nondrug substances.

Learning Activities:

C.2. Have the student explain on page 14 of his book his reason for placing the substances into two groups.

Dialogue:

C.2. In this activity the intent is to draw from the student the distinction that although all of these substances are taken into the body in some way, half of them are taken in for the expressed purpose of changing or altering one's body and/or mind in some way.

These fourteen substances are:

marijuana
cigarettes
benzedrine
beer
heroin
seconal
LSD

glue
cough syrup
nembutal
wine
goof balls
speed
whiskey

Because a number of your students may have difficulty being able to explain reasons for dividing the substances into two distinct groups, it would be helpful for them to engage in a general class discussion and come to some common agreement as to why these substances should be divided into two different groups. If the class appears to be having difficulty with this, it might be helpful to list the correct substances for each column on the board so that each group will have a common agreement about the substances' proper placement. After the groups have come to a conclusion, if necessary, have the students go back to their books on page 12 and revise their explanation.

GENERAL OBJECTIVE: C. The student will develop a definition that approximates a commonly-accepted definition of the term "drug," as demonstrated by his ability to:

SPECIFIC OBJECTIVE: 3. Develop his own definition of the "drug" as it applies to those differences suggested in the previous learning activity.

Learning Activities:

C.3. From his explanation for the differences between the two columns in the learning activity on page 15 , have the student write his own definition of the term "drug" on page 15 of his book.

Dialogue:

C.3. After the student has finished his book exercise on page 15, he should be able to suggest that the differences between the two columns are changes that occur in the body and/or mind after taking those substances. In this learning activity we want the student to suggest these ideas in his own words so that the definition of "drugs" will be personally meaningful to him. Again, a student may feel that he is unable to define the term "drug," so it will help him to enter a group that will develop a definition for the term. However, once the group has formulated a definition, have each member return to his seat and individually write his definition of the term "drug" in his book on page 15.

After the student has formulated his own definition for the term "drug," give the following commonly accepted definition of that term in order for him to make his comparison. The definition we will be using in this course is:

> "A DRUG IS A CHEMICAL SUBSTANCE, EXCEPT FOOD, WATER, AND AIR, WHICH, IF TAKEN INTO THE SYSTEM WILL ALTER THE FUNCTION OF THE BODY AND/OR MIND."

Once the student has compared his definition with the one above, suggest to him that he revise his own definition to include the idea that a drug alters the function of the body and/or the mind. Once the student has written his final definition of the term "drug" in his book, he might well wonder why a person would want to alter his body or mind. In Objective D we will attempt to find inductively an answer to this question.

GENERAL OBJECTIVE: D. The student will develop an understanding of the purpose of using DAT, as demonstrated by his ability to:

SPECIFIC OBJECTIVE: 1. Indicate from his readings and from the tapes some common reasons that people give for using DAT to alter their minds and bodies.

Teaching Materials: Barney Ross story found in Teacher Manual, on page 138 and the Student Book on page 16.

Learning Activities:

D.1.a. Have the student read the Barney Ross story found in his book on page and write on page the reasons why the main character (Barney Ross) first used DAT to alter his mind or body.

Dialogue:

D.1.a. We have selected the Barney Ross story for the first learning activity in order to help the student try to understand why one person began taking DAT to alter his mind and/or body. The student should probably have no trouble in finding that reason in this brief article. However, for any student who does, you may have to ask what a person might do if he had very painful wounds or injuries. If he suggests that he would go to the doctor (a good suggestion that should be rewarded) ask the student what he thinks the doctor would do to help him stop his suffering. From questions such as these, he should be able to give a reason for Barney Ross's use of DAT.

The Barney Ross story illustrates only one reason -- a bodily one -- why a person uses DAT to alter his mind or body. In the next learning activity we will see if the student is able to recall some other reasons why people use DAT to alter their minds or bodies. In order to do this, you will be asking the student to recall from his readings in Objectives A and B various reasons other people have given.

GENERAL OBJECTIVE: D. The student will develop an understanding of the purpose of using DAT, as demonstrated by his ability to:

SPECIFIC OBJECTIVE: 1. Indicate from his readings and from the tapes some common reasons that people give for using DAT to alter their minds and bodies.

Learning Activities:

D.1.b. From his readings in Objectives A and B, have the student list in his book on page 23 some of the common reasons people gave for using DAT to alter their minds and bodies.

Dialogue:

D.1.b. In this learning activity we are asking the student to recall some of the reasons from his past readings. If you notice, however, that a student is having difficulty recalling what he has read, suggest that he find some other articles or newspaper clippings dealing with DAT that especially indicate the reasons why persons have desired to alter their minds or bodies by DAT. In addition, if you are using the bulletin board work suggested earlier, a number of these articles may be helpful at this time.

GENERAL OBJECTIVE: D. The student will develop an understanding of the purpose of using DAT, as demonstrated by his ability to:

SPECIFIC OBJECTIVE: 1. Indicate from his readings and from the tapes some common reasons that people give for using DAT to alter their minds and bodies.

Teaching Materials: Educational Research Council of America, Cleveland, Ohio:
Art Linkletter tape

Learning Activities:

D.1.c. After listening to the Art Linkletter tape, have the student list on page 23 some reasons why Dianne took drugs. This tape is used by permission of Mr. Linkletter.

Dialogue:

D.1.c. The Art Linkletter tape contains a very good discussion about the current drug problem. We suggest that before you play the tape, you ask your students to listen carefully for his explanation why Dianne took drugs. The tape is about 45 minutes long, so you will probably need to use more than one class period to play the tape and discuss it.

After the tape and discussion of it are concluded, ask the student to do the exercise on page of his book, listing the reasons why Dianne Linkletter used drugs. Since Mr. Linkletter is probably familiar to many of your students, his ideas, explanation, and thoughts will have an important impact on them. This is not a teacher or another student talking about drugs, but a famous radio and TV star.

GENERAL OBJECTIVE: D. The student will develop an understanding of the purpose of using DAT, as demonstrated by his ability to:

SPECIFIC OBJECTIVE: 1. Indicate from his readings and from the tapes some common reasons that people give for using DAT to alter their minds and bodies.

Teaching Materials: Jackie Robinson, Jr. story found in Teacher Manual on page 145 and Student Book on page 24 .

Learning Activities:

D.1.d. Have the student read the Jackie Robinson, Jr., story on page 24 and then list some reasons on page 23 why Jackie took drugs. Permission to use this article was granted by Associated Press.

Dialogue:

D.1.d. After having the students read the Jackie Robinson, Jr., story, give careful attention to the reason or reasons he turned to drugs.

This story is excellent. Although it is a tragedy in part, students can relate to it because they can feel deep empathy with a young person whose need for recognition and self-worth drove him to drug use/abuse and crime. They also will have an admiration for someone who turned from drugs and began helping others before an accident cut short his life.

You may want to discuss with the students whether or not they know of anyone who has had a similar problem -- the need of esteem because of forced competition with an older or younger person. How did the person handle this problem?

GENERAL OBJECTIVE: D. The student will develop an understanding of the purpose of using DAT, as demonstrated by his ability to:

SPECIFIC OBJECTIVE: 2. Indicate his own ideas about why people use DAT in order to alter their minds and bodies.

Learning Activities:

D.2. Have the student list on page 30 of his book his own reasons (other than those listed above in the previous learning activity) why people use DAT in order to alter their minds or their bodies.

Dialogue:

D.2. In this learning activity we are hoping to uncover some of the ideas the student has as to why people use DAT. Indicate to him that these reasons should come from his own ideas or experiences rather than from the reasons given in the previous Student Book learning activity on page 23 .

GENERAL OBJECTIVE: D. The student will develop an understanding of the purpose of using DAT, as demonstrated by his ability to:

SPECIFIC OBJECTIVE: 3. Group into three distinct categories the reasons why people use DAT to alter their minds and bodies.

Learning Activities:

D.3.a. Place the seven reasons for drug use in the proper category in the chart on page 31 of the Student Book.

Dialogue:

D.3.a. In preparation for this learning activity it will be necessary for you to give the student the following information:

> The reasons why people use DAT to alter their minds and bodies are often grouped into three distinct categories: 1) to distort the mind; 2) to stimulate the mind or body; and 3) to depress the mind or body.

Write the following chart headings on the board:

Hallucinate (Distort)	Stimulate (Excite)	Depress (Relax)

Have the student open his book to page 31. Point out the seven reasons listed at the top of the page. Ask the class into which of the three categories listed on the board the student would place the first reason (forget his troubles). After you feel that the class has the general idea about classifying reasons under the proper categories, have them complete the learning activity. The following are suggested answers.

Hallucinate (Distort)	Stimulate (Excite)	Depress (Relax)
new experiences and sensations	stay awake	forget his troubles
see things never seen before	feel brave	go to sleep

GENERAL OBJECTIVE: D. The student will develop an understanding of the purpose of using DAT, as demonstrated by his ability to:

SPECIFIC OBJECTIVE: 3. Group into three distinct categories the reasons why people use DAT to alter their minds and bodies.

Learning Activities:

D.3.b. Have the student place into the proper category in the chart on page 31 the reason Barney Ross used drugs to alter his body or mind.

Dialogue:

D.3.b. Ask the class to recall the Barney Ross story, and after each student has attempted to classify Barney Ross's reason (to relieve pain) into the proper category on the drug classification chart (the large class chart in your kit), ask one of the students to find Barney Ross's reason in column two (Medical Use) of the chart. After the student has found under Medical Use "severe pain" (this item in the drug chart indicates the reduction of severe pain) ask the student which of the three categories that item falls under (depress). It might be helpful here for you to explain to the class that severe pain can be reduced by the use of some of the drugs that depress (example: morphine). You may point out to the class at this time where on the drug chart morphine appears (under column 1 "Common Drug Names").

GENERAL OBJECTIVE: E. The student will be able to understand the physiological effects of DAT on the CNS and the body, as demonstrated by his ability to:

SPECIFIC OBJECTIVE: 1. Describe probable effects of various drug substances on the CNS and the body and on human behavior.

Teaching Materials:

The World Book Encyclopedia, V.B-2, 1966, p. 459-460-B.

Goodman, L., and Gilman, A., The Pharmacological Basis Therapeutics, 3rd, Ed. N.Y.: Macmillan, 1965.

Encyclopedia Britannica, V. 16, 1966, p. 240.

Learning Activities:

E.1. After the student carefully studies the CNS areas and the functions of each of these areas, he will list the DAT substances which affect that CNS area under the headings "Depressed by," "Stimulated by," and "Distorted by," page 33.

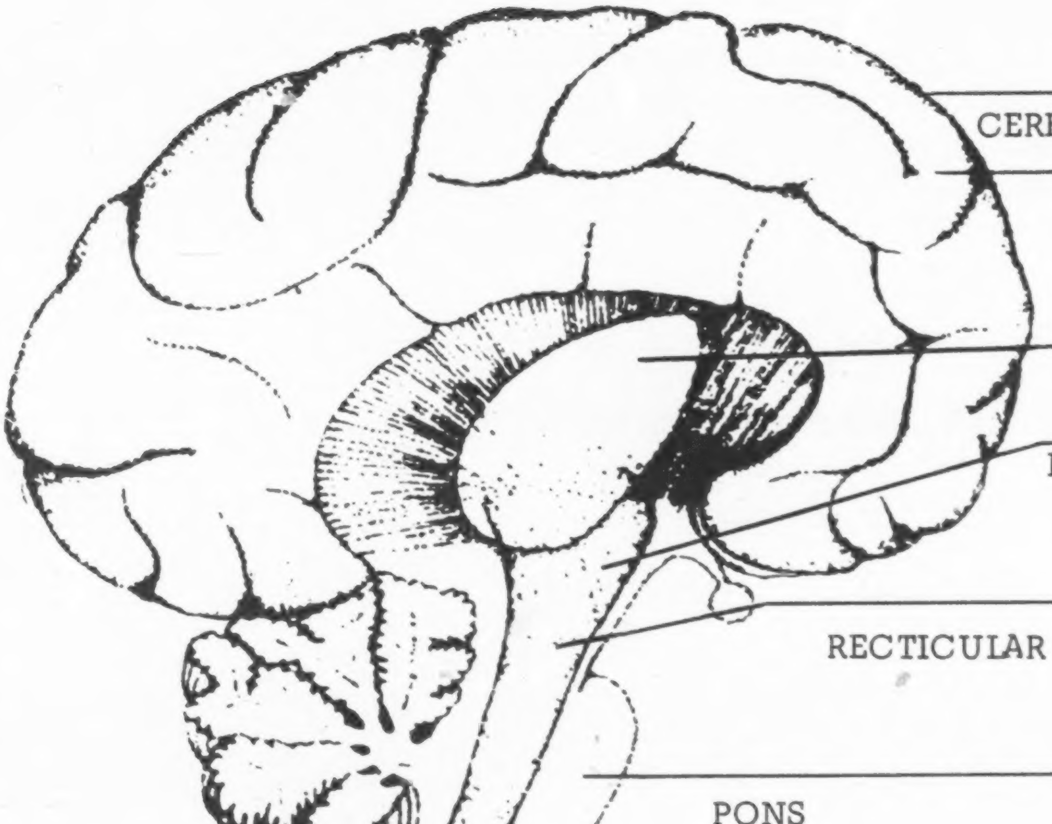
Dialogue:

E.1. After looking over the diagram of the CNS area and the function of each area, have the student list the name of the drug substance (or drug) which depresses, stimulates, or distorts that particular area.

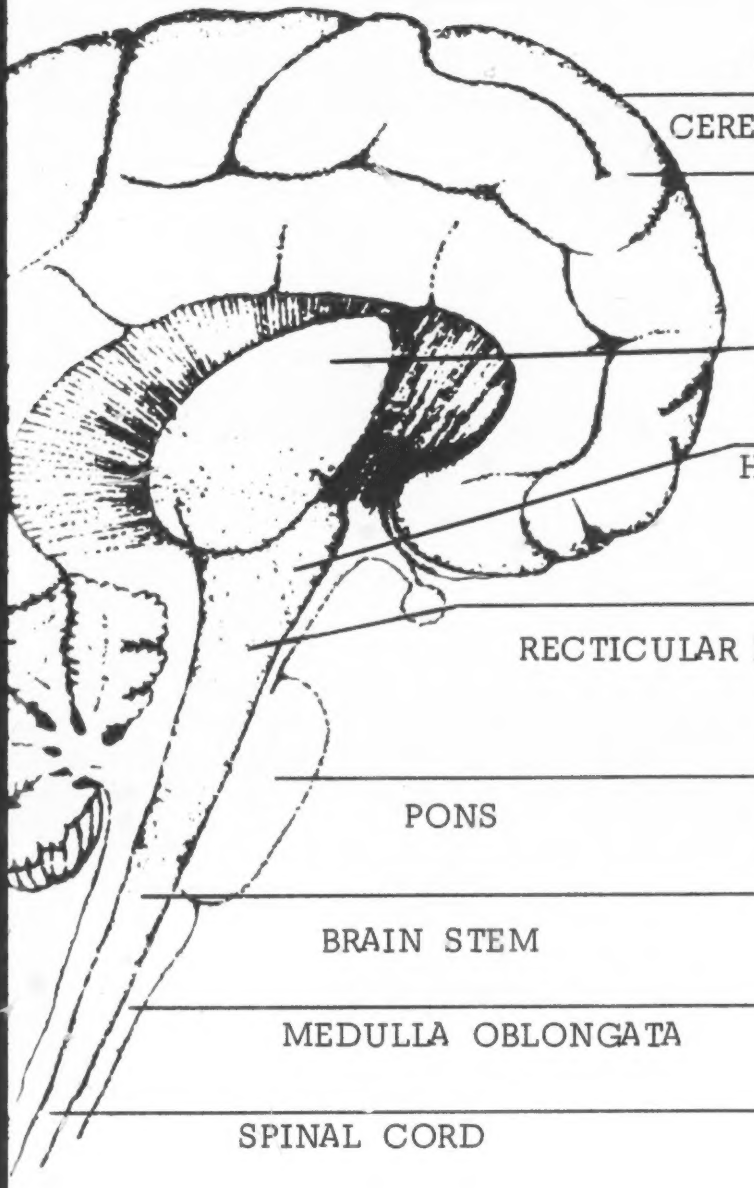
This activity should help the student become familiar with the various DAT substances and how each affects the CNS. The student is encouraged to use the Drug Classification Chart on page 133 of his book, or any other materials which will help him to locate the drug and its effects on the CNS.

This activity, in which the student studies the CNS and the functions of each of the CNS areas, and then uses his drug chart to locate the DAT substances to discover the effects they have on the CNS and the body, is a good one to help him understand the various effects the different types of drugs have on the CNS and the human body.

By using the diagram and the format of the chart, he can pinpoint the effect each drug has on certain CNS areas.



CNS AREA:	FU
CEREBRAL CORTEX	Outer co
CEREBRUM	Regulate thought, position
THALAMUS	Relays i part of t
HYPOTHALAMUS	Controls and secr from gla
RECTICULAR FORMATION	Closely amus; ac brain, a
PONS	Connect cerebru
BRAIN STEM	Upward cord
MEDULLA OBLONGATA	Regulate heart be
SPINAL CORD	Associat ducts me



CNS AREA:	FUNCTIONS:
CEREBRAL CORTEX	Outer cover of the brain
CEREBRUM	Regulates memory, speech, thought, touch, pressure, position and movement
THALAMUS	Relays impulses from one part of the brain to another
HYPOTHALAMUS	Controls emotions, appetite, and secretions of hormones from glands
RECTICULAR FORMATION	Closely associated with hypothalamus; activates the rest of the brain, and regulates awareness
PONS	Connecting tissue between the cerebrum and the cerebellum
BRAIN STEM	Upward extension of the spinal cord
MEDULLA OBLONGATA	Regulates swallowing, breathing, heart beat, blood flow, cough center
SPINAL CORD	Associated with reflex action; conducts messages to and from brain

DEPRESSED BY:	STIMULATED BY:	DISTORTED BY:
Sedatives (Nembutal, Seconal, Amytal)	Nicotine, Cocaine	
Alcohol (whiskey, wine, beer) Barbiturates		Hallucinogens
Tranquilizers (Milltown, Equanil)		
Narcotic Analgesics (morphine, heroin, codeine)		
Tranquilizers, Barbiturates, Alcohol	Nicotine, Amphetamines (Benzedrine, Dexedrine, Methedrine)	Hallucinogens (LSD, DOM - known as STP, marijuana, mescaline)
Volatile chemicals (glue gasoline, aerosol sprays, paint thinners) Narcotics, Analgesics	Amphetamines, Nicotine	
Narcotics, Analgesics		

GENERAL OBJECTIVE: E. The student will be able to understand the physiological effects of DAT on the CNS and the body, as demonstrated by his ability to:

SPECIFIC OBJECTIVE: 1. Describe probable effects of various drug substances on the CNS and the body and on human behavior.

Teaching Materials: World Book Encyclopedia (the Section on the Nervous System)

Modern Biology, "The Nervous System," pp.612, 618; transparency masters in Teacher Book, Appendix, pages 199 and 201.

Aims Instructional Media Services, Inc., Hollywood, California 90128.
"Narcotics - the Inside Story"

Educational Summaries Incorporated, Post Office Bin 14, Pasadena, California 91109.
"A Summary for Parents and Students on the Subject of Teenage Drug Abuse"

Learning Activities:

E.1. After the student carefully studies the CNS areas and the functions of each of these areas, he will list the DAT substances which affect that CNS area under the headings "Depressed by," "Stimulated by," and "Distorted by," on page 33.

Dialogue:

E.1. Tell the student that we have not yet considered the brain as it is affected by DAT. That is why we separate the effects of DAT on the body from the effects of DAT on the brain. You would probably want to review (if the student knows) or discuss (if he does not) the following material on the CNS with your class. In addition, we have included other references you may find helpful in the Teaching Materials.

Dialogue: (continued)

E.1. Be sure the student is aware of the following:

The central nervous system is composed of the brain and spinal cord. The brain is not a single organ but has many parts. Each of these parts serves a special function, and all of the central nervous system parts are interrelated. The central nervous system receives sensory impulses, processes all received impulses, and sends messages to the rest of the body. When the function of the brain is impaired or distorted, the function of the entire body is affected. Refer to pages 32 and 33 for major functions of areas of the CNS.

Use the Drug Classification Chart, the Linda Lamb book, and other materials you may find helpful to illustrate your discussion. They are in your kit.

GENERAL OBJECTIVE: E. The student will be able to understand the physiological effects of DAT on the CNS and the body, as demonstrated by his ability to:

SPECIFIC OBJECTIVE: 2. Identify the parts of the body and the CNS and describe their corresponding functions.

Teaching Materials: Churchill Films, 662 N. Robertson Boulevard, Los Angeles, California 90069:
"Drugs and the Nervous System," 1967, Purchase price, $170.

Instructional Media Services, Inc. P. O. Box 1010, Hollywood, California 90028:
"Narcotics - The Inside Story," 1967, Purchase price, $150.

Learning Activities:

E.2. After the film or review by the teacher, have the student list the parts of the CNS and the corresponding function on a facsimile of page 32 of his book (alternative activity).

Dialogue:

E.2. Use either the film Drugs and the Nervous System or Narcotics - The Inside Story. These films are of great value at the junior high, senior high, and adult levels. Since they may be used often, you may wish to purchase, rent, or borrow the films from some of your local film libraries, film rental agencies, and the a-v department of your school system.

These two films have been rated by the National Coordinating Council on Drug Abuse Education and Information as being "Scientifically Unacceptable." However, we feel that the minor inaccuracies can be used to motivate questions among the students. The following question is a good example for "Drugs and the Central Nervous System."

Question (to the student): "Is aspirin a drug?"
Answer: "A drug is any substance other than food which is used to change either the structure or function of the body." In this sense, a wide variety of materials are to be considered drugs: vitamins, antibiotics, narcotics, the solvents in glue, and even agents which may not be widely used medicinally, such as marijuana and beverage alcohol. The word "drug" does not necessarily describe something bad.

Dialogue: (continued)

E.2. You and your students may use these films and benefit from them by finding where there is an inaccuracy and stopping the films or just by showing certain segments of either one.

GENERAL OBJECTIVE: E. The student will be able to understand the physiological effects of DAT on the CNS and the body, as demonstrated by his ability to:

SPECIFIC OBJECTIVE: 3. Specify the physiological effects of DAT on the body.

Teaching Materials: Drawings of Human Body found in Teacher Manual, Appendix, pp. 151-158.

Learning Activities:

E.3. On pages 36 - 43 of the Student Book are drawings of a human body, with the name of a particular DAT substance. Have the student study drawings of the human body and then list the different kinds of drugs under the general category, the effects of the DAT on the body, the probable effects on human behavior, and the slang or street names of the DAT substances.

Dialogue:

E.3. This activity will help the student better to understand the effects of the various types of drugs on the human body. For example, by studying the drawing of the human body and nicotine effects, he can easily see that the probable effects of nicotine abuse could be damage to the heart and lungs.

The dialogue below contains a description of each general category of DAT materials.

AMPHETAMINES AND THE HUMAN BODY

The amphetamines are usually swallowed, but may be injected. They usually are concentrated in the organs of the body and are found in the brain and spinal fluid in large amounts. They stimulate the CNS, especially the spinal cord, reticular formation, and respiratory center. The amphetamines, methamphetamine in particular, can seriously affect heart action. Mental damage is the major problem of steady use. Up to 75 percent of the amphetamines are excreted in the urine.

ALCOHOL AND THE HUMAN BODY

Alcohol is usually swallowed and enters the body through the digestive system. After being absorbed from the stomach, small intestine, and colon, it enters all tissues and fluids of the

Dialogue: (continued)

E.3. body. The high concentration of the alcohol in the brain is caused by the large blood supply in this area. Alcohol depresses the central nervous system and can cause liver damage. Almost all of the alcohol is used (metabolized) by the body. About 2 percent is excreted by the lungs and urinary system.

HALLUCINOGENS AND THE HUMAN BODY

LSD is rapidly absorbed and distributed throughout the body, regardless of the method by which it is taken. The small amount that reaches the brain is thought to make the reticular formation more sensitive to stimulation. Probably psilocybin and mescaline act in a similar way. LSD is excreted from the liver into the feces.

BARBITURATES AND THE HUMAN BODY

After being taken, the barbiturates are absorbed by the digestive system or are already in the blood, depending on how they were taken. They are distributed to all tissues. They depress the central nervous system and are very dangerous if an overdose is taken or if they are combined with another depressant drug. Barbiturates slow the breathing rate drastically. Almost all barbiturates are excreted in the urine.

MARIJUANA AND THE HUMAN BODY

When smoked, marijuana quickly enters the bloodstream and acts on the brain and nervous system. It affects the user's mood and thinking. Its pathway into the brain is not yet understood. Some scientists report that the drug accumulates in the liver. Because it may cause hallucinations when taken in very large doses, it is classes as a mild "hallucinogen." Just how the drug works in the body and how it produces its effects have not yet been discovered by medical science.

The long-term physical effects of taking marijuana are not yet known. The kind of research needed to learn the results of chronic use has not yet been determined.

The more obvious physical reactions include rapid heart beat, lowering of body temperature, and sometimes reddening of the eyes. The drug also changes blood sugar levels, stimulates the appetite, and dehydrates the body. Users may get talkative, loud, unsteady, or drowsy, and find it hard to coordinate their movements.

Dialogue: (continued)

E.3. The drug's effects on the emotions and senses vary widely, depending on the amount and strength of the marijuana used. The social setting in which it is taken and what the user expects also influence his reaction to the drug.

Usually, when it is smoked, marijuana's effect is felt quickly, in about 15 minutes. Its effects can last from 2 to 4 hours. The range of effects can vary from depression to a feeling of excitement. Some users, however, experience no change of mood at all. The sense of time and distance of many users frequently becomes distorted. A minute may seem like an hour. Something near may seem far away.

NARCOTIC ANALGESICS AND THE HUMAN BODY

The opiates (morphine, heroin, codeine, etc.) may enter the body by mouth, inhalation, or injection into the blood stream. They are very rapidly absorbed by the body and are concentrated in the kidneys, lungs, liver, spleen, and the skeletal muscles. Only a very small amount of the drug passes through the blood-brain barriers, but this amount has an immediate and severe effect on the CNS. It slows the actions of the respiratory centers so quickly that a slight overdose can be fatal. Within 24 hours almost all of the opiates are eliminated through the urine (90 percent) and feces (10 percent).

NICOTINE AND THE HUMAN BODY

Nicotine can be absorbed into the body by the respiratory tract, the membranes of the mouth, stomach, intestines, and from the skin. About 80 to 90 percent of the nicotine is altered in the body and is completely eliminated in the urine or in the milk of breast-feeding mothers. Nicotine stimulates the CNS. It also has an effect on the heart and arteries. It is thought that cancer and emphysema found in smokers is caused by the irritation of the smoke.

VOLATILE CHEMICALS AND THE HUMAN BODY

An example of a volatile chemical is found in glues containing a substance called Toluene, which evaporates easily. This characteristics is the reason that these substances are inhaled through the mouth or nose. The constant inhalation of the fumes from bags containing glue, or from cloths saturated with it, causes much irritation of the nose, eyes, and mouth. These materials are, in general, toxic or poisonous substances. The effects of the drug are irritation of the mucous membranes of the mouth, nose, throat, and lungs.

Dialogue: (continued)

E.3. The materials are absorbed through these membranes and then enter the bloodstream. These chemicals do great damage to the body as they travel in the bloodstream. They act in the bone marrow in such a way as to prevent the marrow's formation of red blood cells. Toluene also damages the liver by destroying the cells.

The toluene is filtered out of the blood stream by the kidneys, where its toxicity also destroys the cells. Elimination is through the urine.

GENERAL OBJECTIVE: F. The student will be able to understand the terms "physical dependence," "psychological dependence," "tolerance," and "withdrawal illness," as demonstrated by his ability to:

SPECIFIC OBJECTIVE: 1. Define the term "physical dependence," list drugs producing physical dependence, and give examples of characteristics of persons who are physically dependent.

Teaching Materials: Drug Classification Chart, Teacher Manual, Appendix page 233.

Learning Activities:

F.1. On page 44 , have the student define the term "physical dependence," list some drugs that produce dependence, and give an example of characteristics of a person who is physically dependent.

Dialogue:

F. In his readings, the student may have run across the terms that are often used discussing the effect of DAT on the body. We have, therefore, included a discussion of these effects for you below. After reading this through, you may want to discuss some of the ideas and the definitions given in learning activities F1,2,3,4.

F.1. Physical dependence - a condition that appears when the body is so changed by the repeated use of a drug that continued use is necessary to prevent withdrawal illness

You may want to ask the class to name some other words that they have heard that mean the same as physical dependence, such words as hooked, strung out, addicted, hung-up, habituated, and habit forming. Have student check answers with Drug Classification Chart.

GENERAL OBJECTIVE: F. The student will be able to understand the terms "physical dependence," "psychological dependence," "tolerance," and "withdrawal illness," as demonstrated by his ability to:

SPECIFIC OBJECTIVE: 2. Define the term "psychological dependence," list drugs producing psychological dependence, and give examples of persons psychologically dependent.

Learning Activities:

F.2. On page 44 , have the student define the term "psychological dependence," list some drugs that produce psychological dependence, and give an example of a person who has developed psychological dependence.

Dialogue:

Drugs that cause a physical dependency usually also cause a psychological dependence. However, some drugs that do not cause a physical dependency will cause a very strong psychological dependency.

F.2. Psychological dependence - that state of mind that forces a person to center his whole world and life on the continuous use of DAT as the only way of satisfying needs he has. This is often harder to deal with than a physical dependency and must be treated differently. If it remains untreated, the individual will almost always return to drug abuse.

Other terms for PSYCHOLOGICAL DEPENDENCE that are frequently used are:

user
head
freak
hung-up
habituated

Sometimes the slang words mean both psychological and physical dependence.

GENERAL OBJECTIVE: F. The student will be able to understand the terms "physical dependence," "psychological dependence," "tolerance," and "withdrawal illness," as demonstrated by his ability to:

SPECIFIC OBJECTIVE: 3. Define the term "tolerance" and give characteristics of a person who has developed tolerance for some drug substance.

Learning Activities:

F.3. On page 45 , have the students define the term "tolerance," list some drugs which produce tolerance, and give characteristics of a person who has developed a tolerance for some drug substance.

Dialogue:

F.3. Tolerance - the culmulative resistance of the cells of the body to protect themselves from toxic or poisonous substances

If the tolerant forces of the body cells function correctly, it means that taking increasingly larger doses will be necessary in order to achieve the same effects. The description indicates that some basic change has occurred in the cells, and, therefore, in the body's normal functioning as a unit. The body in some cases may become so changed that, without the DAT, the body stops functioning correctly, or, we say, becomes unhealthy or sick.

GENERAL OBJECTIVE: F. The student will be able to understand the terms "physical dependence," "psychological dependence," "tolerance," and "withdrawal illness," as demonstrated by his ability to:

SPECIFIC OBJECTIVE: 4. Define the term "withdrawal illness" and give examples of drugs which produce such symptoms in rank order of danger to human life.

Learning Activities:

F.4. On page 45 , have the student define the term "withdrawal illness" and list in order of potential danger two drugs from which abrupt withdrawal might lead to death.

Dialogue:

F.4. Withdrawal illness - the medical term which describes the symptoms occurring in persons who have developed physical dependence on drugs. These symptoms occur only when use of the drug is discontinued.

Withdrawal illness varies in intensity from a very mild discomfort to severe trauma.

It depends on the drug used. the person, the amount of tolerance, and the duration of the dependency. The physical characteristics of withdrawal can be severe pain, tremors, intestinal cramps, vomiting, diarrhea, cold sweat, convulsions, coma, and possible death. Withdrawal, or "cold turkey," is one way of curing drug dependency. There are other methods which are less dangerous. A physician or a hospital may use a drug having fewer withdrawal effects but equally as habituating. This method is used mainly to help those people who are physically dependent on narcotic analgesics. Methadone and meperidine are the most widely-known drugs used for this purpose.

GENERAL OBJECTIVE: G. The student will be able to understand both the medical and nonmedical uses of drugs and the need for medical and legal control as demonstrated by his ability to:

SPECIFIC OBJECTIVE: 1. Classify medical and nonmedical reasons why people use drugs.

Learning Activities:

G.1. Have the student fill in the chart on pages 46-47 of his Student Book, the classification of the DAT substances, the reason for using each, and whether the reason is medical or nonmedical.

Dialogue:

G.1. Chart on pages 39-40 of Teacher Manual; pages 46-47 of Student Book.

Below is a chart for which the student is to list the reason why people use a drug substance, next to the name of the substance given on that line in the chart. Also include the classification of that DAT substance and whether the use is medical or nonmedical or both. The activity should help the student see that there are both sound medical reasons why people use drugs and nonmedical reasons as well.

Under classification, the student should write the classification of the drug listed, such as depressant, stimulant, or hallucinogen.

Some drugs are not classified in any of the three categories, and yet they could be abused or misused. Aspirin is an excellent example. You may wish to ask your school nurse or look up this information within the school library or seek the information from your local pharmacist. If you have other drug names for the category, feel free to list them.

An example is given on the first line of the chart to help you see how the rest of the chart is to be completed. The student may use checkmarks to indicate whether use is medical or nonmedical or both. Feel free to ask a pharmacist or doctor for help in classification.

CLASSIFICATION	COMMON DRUG NAME	REASONS PEOPLE OFTEN GIVE FOR USING THE DRUG	IS THE REASON: MEDICAL/NONMEDICAL	
Stimulant	Cocaine	To pep you up		X
	Caffeine			
	Paregoric			
	Morphine			
	Whiskey			
	Cough Syrups			
	Tobacco (nicotine)			
	Beer			
	Marijuana			
	LSD			
	Glue (toluene)			
	Belladonna			
	Meperidine			
	Mescaline			

CLASSIFICATION	COMMON DRUG NAME	REASONS PEOPLE OFTEN GIVE FOR USING THE DRUG	IS THE REASON: MEDICAL/NONMEDICAL	
	Barbiturate			
	Aspirin			
	Sodium Pentothal (truth serum)			
	Penicillin			
	Amphetamines			
	Laxative			
	Sulfa			
	Methadone			
	Insulin			
	Other drugs you may list below			

GENERAL OBJECTIVE: G. The student will be able to understand both the medical and nonmedical uses of drugs and the need for medical and legal control, as demonstrated by his ability to:

SPECIFIC OBJECTIVE: 2. List the consequences, both medical and legal, of DAT use and abuse.

Teaching Materials: Reader's Digest, June, 1970:
"Alcohol and Your Brain"
"Some News for Social Drinkers"
Look magazine, 32:43-44, May 28, 1968:
"The Tragedy of Thalidomide Babies"

Miscellaneous articles on:
Birth Control Pills
Cyclamates
Cigarettes

Learning Activities:

G.2. Have the student fill in the category for each of the DAT substances listed in the Student Book on page 48 ; give the consequences, both medical and legal.

Dialogue:

G.2. Before the student begins this activity, you might pose the question, "Do you think that we have sufficient understanding of the effects of DAT to control our desires to use these substances?" After some discussion, ask if they can think of any people who believe they had all the necessary information about the effects of DAT but found they were mistaken. As an example, you could tell the class the story about Thalidomide. This drug was used by many pregnant women to control "morning sickness" and nausea. No previous knowledge of effects of the drug on the children born was available. As a result, some 3,184 babies, with either shortened arms, legs, and fingers, or none at all, were born to these mothers. The situation resulted from the introduction on the open market of a drug which had not been adequately tested. This is but one case in which the person taking a drug substance believes that he

Dialogue: (continued)

G.2. knows effects of that substance although he actually does not. Unfortunately a tragedy to make the public aware of the fact that they should not use drugs t been thoroughly laboratory tested. The situation is even worse when it comes drugs. Many people are not aware, for instance, that "street" drugs have bee in police laboratories all over the country and have been found to be impure, c cut in strength, and very often totally misrepresented. On the East Coast, su as marijuana have varied from dehydrated horse manure and parsley sprayed wi of LSD) to opiated marijuana. Counterfeit barbiturates, amphetamines, and LS been found to contain strychnine as well as other less dangerous contaminants drugs produced for illegal distribution are manufactured in garages, old wareh the manufacturer is interested only in the money -- not the welfare or health - For these reasons, the class should begin to see why some type of medical co requires an extensive period of testing would be valuable. In like manner, it medical controls require all medicines to carry labels with warnings as to dan effects, etc.

To approach the idea of drug abuse, we wish to have the student understand th in which the controls, both medical and legal, can be disregarded.

In order to introduce this, discuss briefly the legal chart which can be found c the appendix of the Teacher Manual. Show the student how some of the contr apply to specific DAT substances. Then you can describe some common medic placed upon DAT use that he may be acquainted with. To help him out, sugge as those found on prescriptions. For example: "Prescription calls for one tabl hours" or "Do not exceed the daily dosage."

ontinued)
's effects of that substance although he actually does not. Unfortunately, it took such
gedy to make the public aware of the fact that they should not use drugs that have not
thoroughly laboratory tested. The situation is even worse when it comes to abused
s. Many people are not aware, for instance, that "street" drugs have been analyzed
olice laboratories all over the country and have been found to be impure, contaminated,
n strength, and very often totally misrepresented. On the East Coast, substances sold
arijuana have varied from dehydrated horse manure and parsley sprayed with STP (a form
D) to opiated marijuana. Counterfeit barbiturates, amphetamines, and LSD have often
found to contain strychnine as well as other less dangerous contaminants. Most of these
produced for illegal distribution are manufactured in garages, old warehouses, etc., and
nanufacturer is interested only in the money -- not the welfare or health -- of the consumer.
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ires an extensive period of testing would be valuable. In like manner, it is important that
cal controls require all medicines to carry labels with warnings as to dangerous side-
ts, etc.

pproach the idea of drug abuse, we wish to have the student understand the various ways
ich the controls, both medical and legal, can be disregarded.

der to introduce this, discuss briefly the legal chart which can be found on page 159 of
ppendix of the Teacher Manual. Show the student how some of the controls listed here
y to specific DAT substances. Then you can describe some common medical controls
ed upon DAT use that he may be acquainted with. To help him out, suggest such controls
ose found on prescriptions. For example: "Prescription calls for one tablet every two
s" or "Do not exceed the daily dosage."

Learning Activity:

G.2. This chart contains a list of DAT substances and some categories of consequences. The first DAT substance given is alcohol and has been filled in under each category. For example, the first category is titled "Medical Use and Control." At one time, before more complete research with alcohol was done, alcohol was prescribed by some doctors as a good heart stimulant. Recent research, however, has shown that alcohol -- especially if used over a long period of time and in large quantities -- does some damage to the brain cells and other tissues of the body. It may still be prescribed as a mild sedative, however.

Fill in each category for each of the following DAT substances, using the Drug Classification Chart, Linda Lamb booklet, and other books, pamphlets, and resources provided for you.

NEED FOR MEDICAL AND LEGAL CONTROL

DAT SUBSTANCE	MEDICAL CONTROL	LEGAL CONTROL	LEGAL PENALTY	MEDICAL CONSEQUENCES
Alcohol	Seldom prescribed	Sale regulated by state and local laws. No sales to minors	Loss of license, arrest, record, fine, jail, possible sentence	Possible alcoholism, destruction of brain cells, delerium tremons, slowed-down coordination, unconsciousness, coma, DEATH
Tobacco				
Cocaine				

DAT SUBSTANCE	MEDICAL CONTROL	LEGAL CONTROL	LEGAL PENALTY	MEDICAL CONSEQUENCES
Heroin				
Barbiturates				
Marijuana				
Hallucinogens				
Stimulants				

GENERAL OBJECTIVE: H. The student will realize that a knowledge of the effects of DAT on the CNS and body are not sufficient to explain why people abuse DAT, as demonstrated by his ability to:

SPECIFIC OBJECTIVE: 1. List reasons given by former drug abusers as to why they thought they abused DAT.

Teaching Materials: Stories, Teacher Manual, Appendix pages 161-168

Learning Activities:
H.1.a. Have the student read the four stories of the ex-addicts on pages 51-58 of their books.

Dialogue:
Note: In this final objective of Unit One, we are attempting to help the student appreciate the fact that knowledge about DAT effects on body and CNS are not in themselves sufficient to understand why some people abuse DAT substances.

Though this is classified as an objective, its brevity indicates that it will function more as a transitional vehicle by which the student will begin to desire more information about human behavior before attempting to understanding why people abuse DAT. The information on human behavior is the subject of Unit Two and will be examined very closely there.

H.1.a. In this learning activity, however, we will be asking the student to find his own explanation of; why people abuse DAT, based not only on physiological effects, but also on knowledge of human behavior. To do this we have selected a series of stories about former drug abusers. We will ask the student to read the four stories and attempt to draw up a list of reasons why the person said he turned to DAT abuse.

GENERAL OBJECTIVE: H. The student will realize that a knowledge of the effects of DAT on the CNS and body are not sufficient to explain why people abuse DAT, as demonstrated by his ability to:

SPECIFIC OBJECTIVE: 1. List reasons given by former drug abusers as to why they thought they abused DAT.

Learning Activities:

H.1.b. Have the student list on page 59 reasons the drug addicts in the four stories he has read gave for turning to DAT abuse.

Dialogue:

H.1.b. Since some of the students may have a little difficulty finding reasons, it may be helpful to have a number of them meet in groups after reading the stories, then draw up lists of reasons given in the stories. From both the individuals and the group discussions a composite list can be drawn up and placed on the board.

As indicated earlier, try to direct the student through discussion to the conclusion that in order to understand more fully why people abuse drugs he will need to have knowledge about why people behave as they do. This, again, is the function of Unit Two.

We would like to suggest a final activity, which we classify here as an alternative activity, but encourage you to attempt to carry out with your class. This activity would be to have an ex-addict come into your classroom and discuss his experiences with DAT abuse. Although at first this may sound undesirable in a program geared toward helping the student make a personal decision not to abuse DAT, you will be surprised at the effectiveness of some ex-addicts in encouraging young people to stay away from DAT. If you desire to use this activity, be sure that the students concentrate a major portion of the discussion with the ex-addict on the reasons he thinks he turned to DAT abuse. Activities similar to the one suggested above could be used after the discussion with the ex-addict. Local police, clergymen, Kiwanians, as well as members of other community organizations in your area would be glad to furnish you with the names of the young ex-addicts whom they use in their own civic lectures.

GENERAL OBJECTIVE: H. The student will realize that a knowledge of the effects of DAT on the CNS and body are not sufficient to explain why people abuse DAT, as demonstrated by his ability to:

SPECIFIC OBJECTIVE: 1. List reasons given by former drug abusers as to why they thought they abused DAT.

Learning Activities:

H.1.c. Have the student give some reasons, on page 60, why knowledge of drug facts is not enough to prevent drug abuse.

Dialogue:

H.1.c. In this final learning activity for Unit I, the student is asked to list some reasons why knowledge of drugs alone is not enough. Why people take drugs or engage in violence is more important than the act itself. A knowledge of human behavior must be included with the knowledge of drug facts.

INTRODUCTION TO UNIT II

HUMAN BEHAVIOR: CAUSES, CONSEQUENCES, AND ALTERN

In American society today much of what we see, do, and say is based on s
People in general often judge behavior noncausally rather than looking at th
this program, we have attempted to develop a means for examining and unde
going under the surface and looking at the causes.

All people, young or old, have reasons, called forces of motivation (FM),
Therefore, behavior can be viewed as a result of certain forces of motivatio
(R); i.e., a person's learned methods of satisfying his needs interacting wi
tings (IPS) in which the behavior occurs. Using this approach we must rec
effects or consequences. In the form of an equation, behavior may be view
Behavior. In explaining the terminology of the equation: FM represents one
logical, safety, love, esteem, and self actualization as suggested by Mas
The R represents the skills, attitudes, concepts, etc. that he has learned
needs. The IPS signifies the place, the people, the things in contact with
occurs.

Thinking about probable consequences of behavior is very important in mak
used to satisfy one's forces of motivation. Consequences may be describe
or long-range effects. However, the causal approach helps one to underst
effects are more probable than others.

Once students have discovered any consequences of behavior to be undesir
used methods of filling their need is stopped for some reason, they can fin
ways of fulfilling their needs without resorting to Drugs, Alcohol, and Toba
will give students a method or way of examining behavior along with its ca
Along with this method, students will be shown a way of choosing alternati
needs.

INTRODUCTION TO UNIT II

AVIOR: CAUSES, CONSEQUENCES, AND ALTERNATIVES

uch of what we see, do, and say is based on surface judgmental attitudes.
e behavior noncausally rather than looking at the underlying causes. In
pted to develop a means for examining and understanding behavior by
looking at the causes.

ve reasons, called forces of motivation (FM), which underlie behavior.
iewed as a result of certain forces of motivation interacting with resources
d methods of satisfying his needs interacting with immediate physical set-
avior occurs. Using this approach we must recognize that behavior has
n the form of an equation, behavior may be viewed as FM + R + IPS =
terminology of the equation: FM represents one's needs, that is physio-
m, and self actualization as suggested by Maslow's heirarchy of needs.
attitudes, concepts, etc. that he has learned to use to satisfy these
he place, the people, the things in contact with him while the behavior

sequences of behavior is very important in making choices of resources
of motivation. Consequences may be described as short-range effects
ever, the causal approach helps one to understand that some of these
an others.

red any consequences of behavior to be undesirable, or if their commonly
r need is stopped for some reason, they can find and examine alternative
s without resorting to Drugs, Alcohol, and Tobacco. This Unit, then,
or way of examining behavior along with its causes and consequences.
dents will be shown a way of choosing alternative resources to fill their

78 A

GENERAL OBJECTIVE: A. The student will be able to understand that there are many causes of behavior and that there are several contributing factors which interact to cause this behavior, as demonstrated by his ability to:

SPECIFIC OBJECTIVE: 1. Write an explanation that shows that knowing the causes of behavior is important to the understanding of why people act as they do.

Teaching Materials: Educational Research Council of America, Cleveland, Ohio 44113:
"The Last Fifteen Minutes in the Life of a Nineteen-year-old."
(tape recording)

Learning Activities:

A.1.a. After listening to the tape "The Last Fifteen Minutes in the Life of a Nineteen-year-old," have the students enter small group discussions to decide what reasons or causes Craig had for committing suicide; then have the students enter their decisions on page 62 of the Student Book.

Dialogue:

A.1.a. The first thing to do in this unit is to play the tape, "The Last Fifteen Minutes in the Life of a Nineteen year-old." Immediately after the students have heard the tape, have them divide into buzz groups to discuss the tape. You should prime them, in advance, to answer the following questions: Causes for Craig taking drugs, why he felt it necessary to commit suicide, and finally, why is it necessary to know causes of behavior.

These three questions then should be answered individually by the students on page 62 of their books.

A transcript of this tape is available in the appendix of this book on pages 169-171 and also in the Student Book on pages 128-130 .

Knowing facts is not enough. Knowing why people act as they do is much more important. The tape (in the teacher's kit) leads to a discussion of behavior and what causes this behavior. This first activity should be a good introduction to the rest of the units, which will explore the causes of behavior.

GENERAL OBJECTIVE: A. The student will be able to understand that there are many causes of behavior and that there are several contributing factors which interact to cause this behavior, as demonstrated by his ability to:

SPECIFIC OBJECTIVE: 1. Write an explanation that shows that knowing the causes of behavior is important to the understanding of why people act as they do.

Learning Activities:
A.1.b. Have the student indicate, on page 62 of his DAT book, causes for Craig taking drugs.

Dialogue:
A.1.b. Some students may want to hear the tape a second time.

GENERAL OBJECTIVE: A. The student will be able to understand that there are many causes of behavior and that there are several contributing factors which interact to cause this behavior, as demonstrated by his ability to:

SPECIFIC OBJECTIVE: 1. Write an explanation that shows that knowing the causes of behavior is important to the understanding of why people act as they do.

Learning Activities:

A.1.c. Have the student write a paragraph, on page 62 of his DAT book, to explain why he thinks it necessary to know about the causes of behavior in order to understand that behavior.

Dialogue:

A.1.c. Writing a paragraph about the causes of behavior may appear difficult at this time, but remind the student that he might want to reconsider his paragraph after learning more about the causes of behavior.

GENERAL OBJECTIVE: A. The student will be able to understand that there are many causes of behavior and that there are several contributing factors which interact to cause this behavior, as demonstrated by his ability to:

SPECIFIC OBJECTIVE: 2. Write the behavior equation.

Teaching Materials: Chalkboard or transparency: "The Behavior Equation", Appendix, page 203.
A paper: "The Nature of Child Behavior," Appendix, page 172.
A paper: "The Causes and Consequences of Behavior," Appendix, page 181
A paper: "Motivating Forces in Human Behavior," by Ralph H. Ojemann, Educational Research Council of America, Rockefeller Building, Cleveland, Ohio 44113.

Learning Activities:

A.2. Have the student write the behavior equation (FM + R + IPS = Behavior) and briefly explain its component parts on page 63 of his book.

Dialogue:

A.2. This is a good time to show the transparency of the behavior equation; however, keep in mind that this is the first time the student has been introduced to the behavior equation and that his understanding may not be too clear. Giving him the equation now will help him organize his thinking as he goes along. Later on, before each subsequent class period, studying the behavior equation will reinforce his understanding of human behavior. (For further information refer to Dr. Ojemann's papers.) An understanding of this behavior equation is very important to help the student organize his thoughts about why people act as they do.

GENERAL OBJECTIVE: A. The student will be able to understand that there are many causes of behavior and that there are several contributing factors which interact to cause this behavior, as demonstrated by his ability to:

SPECIFIC OBJECTIVE: 3. Identify certain needs, or forces of motivation (FM), that each person has, as suggested by Maslow.

Teaching Materials: Transparency: "Maslow's Basic Needs Hierarchy," Appendix, page 205.

"A Theory of Human Motivation" by Abraham Maslow. Available, Educational Research Council of America, Rockefeller Building, Cleveland, Ohio 44113.

Learning Activities:

A.3.a. Have the student fill in the need hierarchy pyramid on page 64 of his book.

Dialogue:

A.3.a. List the hierarchy of needs based upon those suggested by Maslow, given below. The list could be printed on poster paper or a transparency in the following sequential order:

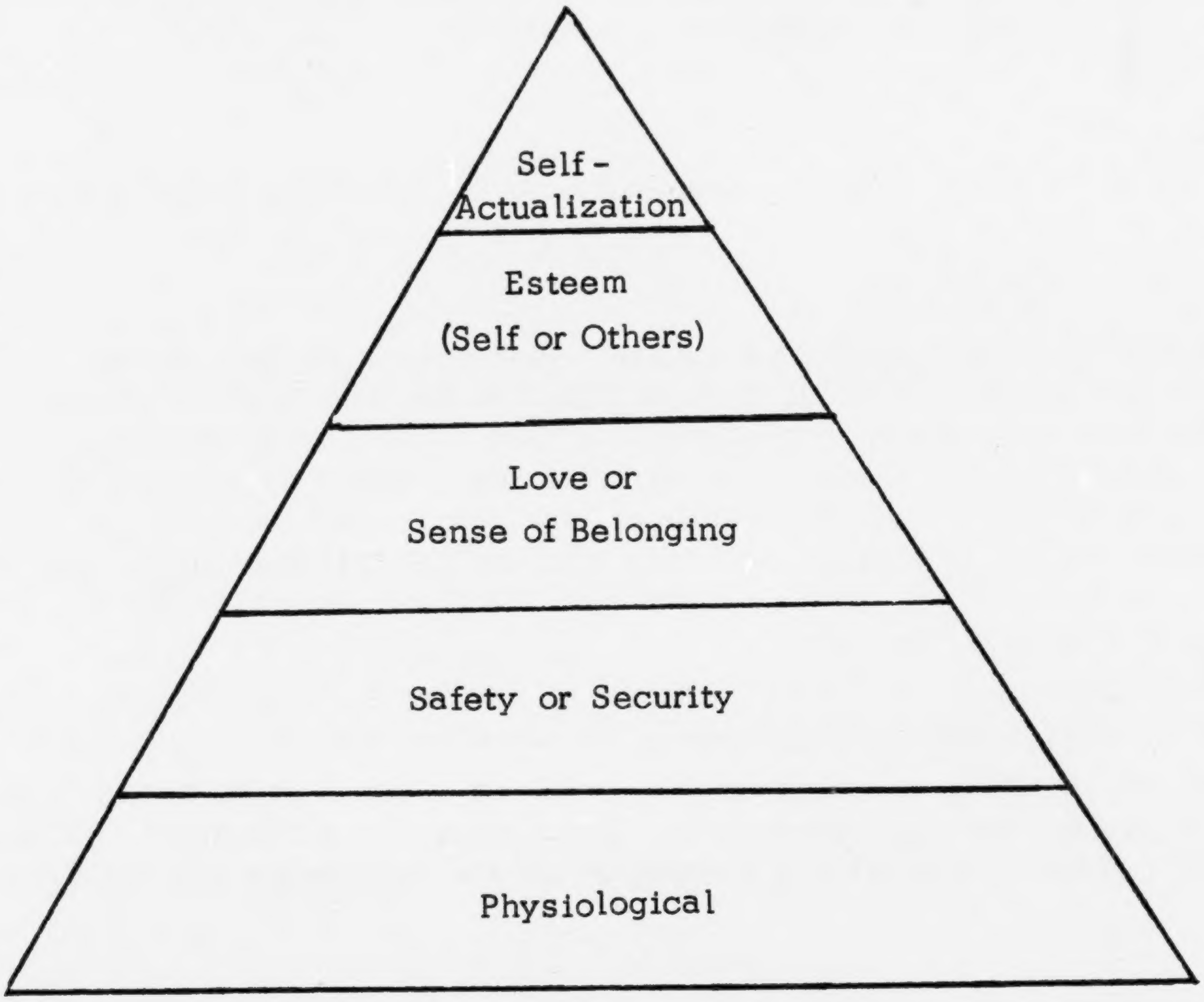
The physiological need is the first and most basic of many needs which man must satisfy for his survival. It is his bodily or physical need.

The safety or security need is the need for love or a sense of belonging; the need for esteem, a feeling that one is a person of worth, that he is doing something worthwhile, and that he is accepted by others. The need for self-actualization is man's desire to develop himself more fully as an individual and to live up to his potential.

Briefly discuss with the students each level of man's needs and question them for examples of how these needs are met. Place the examples on the chalkboard next to Maslow's needs, or use the transparency.

Stress that forces of motivation are actually basic needs that all persons have and attempt to satisfy. A suggested way of presenting this hierarchy of needs is by the use of the following pyramid:

Dialogue: (continued)
A.3.a


Self-
Actualization
Esteem
(Self or Others)
Love or
Sense of Belonging
Safety or Security
Physiological

This pyramid illustrates the needs in their order of importance. Each need must be satisfied to some degree before moving to the next level.

GENERAL OBJECTIVE: A. The student will be able to understand that there are many causes of behavior and that there are several contributing factors which interact to cause this behavior, as demonstrated by his ability to:

SPECIFIC OBJECTIVE: 3. Identify certain needs, or forces of motivation (FM), that each person has, as suggested by Maslow.

Learning Activities:

A.3.b. On page 65 of his book, have the student match the following list of behaviors with Maslow's needs.

Dialogue:

A.3.b. You can cover Maslow's needs in a question-and-answer period, making sure the students understand that a person's needs must be filled in the order of their appearance in the hierarchy. You can use stick figures or pictures taken from a local or national periodical to illustrate various need situations. A man starving to death thinks only of food until he has food in his stomach. No other thoughts of love, etc. cross his mind. By using various needs such as food, water, and sleep, show the student that one must fulfill one need before moving up the hierarchy of needs. Move from the physiological needs to love needs to esteem needs and to self-actualization.

Use the transparency in the kit to illustrate this pyramid. This learning activity will test the student's knowledge and ability to match the situation with Maslow's Hierarchy of needs.

We cannot be certain as to which need is involved, so in a strict sense, there are no right or wrong answers, but only hypotheses. The testing of our hypotheses through observation is a useful method of determining whether or not the hypotheses are valid ones.

Dialogue: (continued)

A.3.b.

A. A boy feels sorry for himself when cut from the football team.

B. A man slowly starves in a concentration camp during World War II.

C. A child cries after discovering that it has become lost from its mother.

D. A girl's parents spend much time away from home, leaving her to take care of herself.

E. A man takes pleasure and pride in designing high-rise apartments.

F. A young man tries to win the approval of friends by participating in sports.

1. Physiological _____

2. Self-Esteem _____

3. Love _____

4. Safety _____

5. Esteem of Others _____

6. Self-Actualization _____

GENERAL OBJECTIVE: A. The student will be able to understand that there are many causes of behavior and that there are several contributing factors which interact to cause this behavior, as demonstrated by his ability to:

SPECIFIC OBJECTIVE: 4. Identify the most probable forces of motivation (FM) in a given behavioral situation.

Learning Activities:

A.4. Have the student select an individual's most probable FM's in a given behavioral situation and list them on page 66 of his book.

Dialogue:

A.4. The behavioral situation about Tim (below) is also included in the Student Book.

Both of Tim's parents have college educations and are successful in their professions. Tim's father is an electrical engineer, and his mother is a dental technician. Both of Tim's older sisters have been on the school honor roll each year since they have been in school. Tim has never done well since the third grade, where he had a teacher who belittled him whenever he made mistakes. She compared him unfavorably with his older sisters. The parents, whose pride was hurt when their son brought home unfavorable grade cards, soon began to ride him unmercifully. "Son, if your sisters can make the honor roll, you can too," they would say. Tim's records, showing his IQ to be consistently high average in the third, fifth, and seventh grades, seem to indicate that he can do better work than he does.

It seems to Tim that the harder he tries to satisfy his parents and improve his grades, the more he fails to please them, even though he usually gets average grades. The other day Tim got a failing grade on his math test. The following morning he got up feeling sick and wished he could stay home from school.

What are Tim's most probable FM s for wanting to stay home?

Tim's probable FM's are:

Dialogue: (continued)

A.4. 1. Esteem
2. Love
3. Safety (security)

or a combination of these. He might be ill. Point out to the student the term most probable. We use probability throughout this unit because behavior cannot be termed absolute. Weather forecasters also use probability in preparing weather forecasts.

A definition of probability that you could use for the junior high level could be:

"something that has a likelihood of happening."

Follow-up Activity:

You might suggest to the student that Tim's parents also have needs they are trying to satisfy. What are these needs?

GENERAL OBJECTIVE: A. The student will be able to understand that there are many causes of behavior and that there are several contributing factors which interact to cause this behavior, as demonstrated by his ability to:

SPECIFIC OBJECTIVE: 5. Define and list several common resources (R) people can use to satisfy a given force of motivation.

Learning Activities:

A.5. Have the student list the need and some probable resources exhibited by people in three given situations on page 67 of his book.

Dialogue:

A.5. Write the following definition of resources on the board and discuss it. In this program, resources are defined as learned skills, attitudes, and ideas that a person uses to develop a way of satisfying his needs.

Remind the class that resources may be positive or negative, according to a society's mores, but emphasize that there are different ways of filling the same needs.

Below are the stories which appear in the Student Book, page 67.

A. Alice is shy but wants to make friends among eighth grade classmates. (Esteem of others)
Example:
1. The idea of joining school interest clubs
2. The idea of working in a library
3. The idea of joining the G.A.A.
4. The idea of being an office worker

B. Ned's parents are seldom home. Both work and spend at least three nights bowling or playing cards. Ned's father has given him a large allowance and buys him anything he wants. Ned feels lonely. (Love)

Dialogue: (continued)

A.5. Example:

1. Work hard around the house to receive praise. (Feel he has done something worthwhile.)
2. Invite friends overnight
3. Learn to bowl
4. Develop hobbies

C. Susan is an excellent student. Her younger brother, Ken, does not make grades as high as Susan's, although his tests reveal an intelligence slightly superior to hers. Ken's parents and teachers try to apply pressure to get Ken to improve his grades. Being compared unfavorably to his older sister and also to his friends causes Ken to lose confidence in himself. (Self-Esteem)

Example:

1. Develop hobbies
2. Develop interest in sports

GENERAL OBJECTIVE: A. The student will be able to understand that there are many causes of behavior and that there are several contributing factors which interact to cause this behavior, as demonstrated by his ability to:

SPECIFIC OBJECTIVE: 6. Indicate how the use of drugs, alcohol, and tobacco as resources may satisfy certain forces of motivation.

Learning Activities:

A.6.a. From the group discussion, have the students summarize on page 68 of their books why some people use DAT to satisfy certain FM's.

Dialogue:

A.6.a. Divide the class into buzz groups. Assign one of the topics to each group, appoint a recorder, and have each group discuss why some people may use DAT as a resource to satisfy certain forces of motivations. After their discussion, have the group recorders report their findings to the class. Have each student summarize some of these in his book on page 68

GENERAL OBJECTIVE: A. The student will be able to understand that there ar behavior and that there are several contributing fac to cause this behavior, as demonstrated by his abil

SPECIFIC OBJECTIVE: 6. Indicate how the use of drugs, alcohol, and tobacc satisfy certain forces of motivation.

Learning Activities:

A.6.b. Have the student list and explain on page 74 of his book what he feel FM's for each of the characters in the play.

Dialogue:

A.6.b. The following play will reinforce the material on forces of motivation w studying. It will also tie together forces of motivation and drug behavi of the class have presented the play, ask them to offer any FM's that h in the play.

CAST OF CHARACTERS

Young man	Tim
Pusher/User	Don
Counselor	Mr. Wright
Tim's Girl	Tina
Tim's Cousin	Fran

Don's probable forces of motivation are physiological at the time the s though he may have had other FM's when he began abusing drugs. He where the continuance is necessary to him. Tim's probable forces of m of others, love, and belonging. (He feels offering marijuana will enha him, and his possible use of it will make him one of the group.)

. The student will be able to understand that there are many causes of behavior and that there are several contributing factors which interact to cause this behavior, as demonstrated by his ability to:

. Indicate how the use of drugs, alcohol, and tobacco as resources may satisfy certain forces of motivation.

t list and explain on page 74 of his book what he feels are the most probable
f the characters in the play.

ay will reinforce the material on forces of motivation which we have been
ll also tie together forces of motivation and drug behavior. After members
e presented the play, ask them to offer any FM's that have not been encountered

CAST OF CHARACTERS

Young man	Tim
Pusher/User	Don
Counselor	Mr. Wright
Tim's Girl	Tina
Tim's Cousin	Fran

forces of motivation are physiological at the time the story takes place, al-
ave had other FM's when he began abusing drugs. He is now at the point
nuance is necessary to him. Tim's probable forces of motivation are esteem
and belonging. (He feels offering marijuana will enhance Tina's esteem of
ssible use of it will make him one of the group.)

Dialogue: (continued)

A.6.b. Tina's probable forces of motivation are self-esteem and esteem of others. (She feels that she would lose respect of important others and herself by using marijuana.)

Fran's probable forces of motivation are safety and love and belonging. (She sought Tim's advice when making decisions and wished to be part of the group - acceptance.)

It is important to emphasize why the students believe the FM is an FM.

Introduction:

Tim:	a guy trying to impress Tina with the cool aspect of drug use
Fran:	Tim's visiting cousin, new in town
Tina:	a 14-year-old student
Don:	a drug user who must sell drugs to get money to support his use of drugs
Mr. Wright:	a teacher-counselor who is interested in students and their problems

PLAY:

Immediate Physical Setting (IPS): Eighth grade graduation party in school gymnasium

Tim, Tina, Fran and Don are standing in a group. The band is playing in the background. Mr. Wright is talking to students on the other side of the room.

Tim: Don and Tina, I'd like you to meet my cousin Fran. She is going to spend the summer with us.

Tina: Hi Fran, hope you enjoy the party.

Fran: Thanks a lot. I've been wanting to meet some of Tim's friends since I came.

Don: Hey, Fran, where ya from?

Fran: I'm from Mt. Idy, Ohio. My mom has been ill for some time, and I'm spending the summer at Tim's while she recuperates.

Tim: Tina, want to dance?

Dialogue: (continued)

A.6.b.

Tina: No thanks, Tim. Hey Fran, I've got to comb my hair. Please come with me.

Don: Listen Tim, does your cousin smoke?

Tim: I don't know. I haven't seen her in a long time.

Don: Well, how about if I offer her some grass. Will you care?

Tim: I can't tell her what to do, even though she wants me to. But if you offer both her and Tina some grass she might feel more at ease and try it. How about you, Don? Do you smoke?

Don: Not too often. I need the money to buy drugs and stay cool.

Tim: Does Tina smoke grass?

Don: I don't know. I've never seen her do any grass, but many of her friends blow grass.

Tim: Well, maybe if I smoke some grass, she'll think I'm cool and want to dance with me.

Don: You'll never know unless you try. I'll sell you a couple of joints right now if you want.

Tim: Well, what will I do with them if she doesn't smoke, since I don't smoke?

Don: Well, if that happens, I'll buy them back from you. But don't worry, there's no problem.

Tim: All right, that sounds great!

Dialogue: (continued)

A.6.b.

Don: Here's a couple of joints. Give me two dollars.

Tim: (Handing money to Don) Okay.

Don: Hey, Fran, let's dance.

Tim: Go ahead. Don's a terrible dancer, and your feet won't forget it.

Fran: Yes, I'd like to dance.

(Don and Fran dance away from Tim and Tina)

Tim: Would you like to dance now?

Tina: No thanks, I don't feel like dancing.

Tim: Well, would you like to go for a walk and smoke?

Tina: You know I never smoked!

Tim: No! I don't mean a cigarette. I mean grass.

Tina: I know what you mean. You don't smoke do you?

Tim: Don can get me all I want, whenever I want it.

Tina: Don! Don't you know that Don uses drugs but he pushes marijuana to keep himself on drugs?

Tim: I know that, but it doesn't matter - that's his business. Do you want to smoke or not?

Dialogue: (continued)
A.6.b.

Tina: I think you're crazy, and if you want to smoke go right ahead and ruin yourself.

(Tina walks away from Tim and bumps into Mr. Wright.)

Mr. Wright: Hello, Tina. I haven't seen you dance all evening.

Tina: Oh, Mr. Wright! I don't know what to do. Will you help me?

Put the names of the characters on the board. Ask the class to give the probable forces of motivation for Don's, Tim's, Tina's, and Fran's behavior.

GENERAL OBJECTIVE: A. The student will be able to understand that there are many causes of behavior and that there are several contributing factors which interact to cause this behavior, as demonstrated by his ability to:

SPECIFIC OBJECTIVE: 7. Define and demonstrate how different people, places, and things (immediate physical setting) can influence the use of resources and ultimate behavior when given a particular FM and IPS.

Learning Activities:

A.7. Have the student, when given the force of motivation and the immediate physical setting, explain in his book on page 75 , what resources Sandy could use.

Dialogue:

A.7. The IPS is the immediate physical setting in which the behavior takes place. In your discussion indicate how different IPS's can call for different resources; for example, the need of safety (FM), and a dark alley (IPS). Some resources could be either the ability to use a flashlight, a club, or a pair of track shoes, or the idea that these things could be used. Then examine the same need with a different IPS, such as a ship in trouble on the ocean. A resource could be the idea of how to use the ship's radio, flares, and lifeboats.

The story of Sandy, which follows, is also in the Student Book:

Sandy is a pretty cheerleader who is popular with most of the Simpson Junior High's student body. In most of her ninth-grade classes she sits near, or next to Nick, a tall, nice-looking freshman center on the junior high varsity basketball team. Nick is well-liked by both the student body and his teachers. Although he is a little shy, his peers and teachers find him intelligent, cooperative, and possessed of a pleasant sense of humor.

Tammy is a cute little chick who is soft-spoken and is so pleasant and outgoing that boys enjoy being around her. She is intelligent and studies hard to maintain her near-A average. She is active in student affairs and has been elected secretary of the student council.

Dialogue: (continued)

A.7. Sandy has become interested in Nick, and in her classes she appe he says during class discussion. Nick, on the other hand, seems tion to Sandy beyond his customary exchange of greeting. Occasi casting glances her way, which convinces her that perhaps he lik acknowledge it.

Lately Nick has been escorting Tammy through the halls to her cla they enjoy each other's company, having much in common.

Sandy is an intelligent girl, but she has not worked to bring her g or Tammy. Despite her temper and her critical tongue, she does h use as resources to attract Nick. First, she has a sense of humo for she is the head cheerleader and is also considered the best fe She is usually very kind and pleasant to be around.

What resources could Sandy use to attract Nick's attention if the

What resources could she use if the IPS were a basketball game?

What resources could she use if the IPS were the hallway of the s

Some suggested resources for Sandy are:

If the IPS is a basketball game:
1. Give a special cheer for Nick before he attempts his foul shot
2. Congratulate Nick after the game.

If the IPS is a school dance:
1. Request a Ladies' Choice.
2. Ask for a number that Nick especially likes.

This story should make the students think of different ways to sa help them to know that a need does not have to be filled by just c interested in Nick, and in her classes she appears to hang onto every word ss discussion. Nick, on the other hand, seems to pay little outward atten- nd his customary exchange of greeting. Occasionally Sandy sees Nick r way, which convinces her that perhaps he likes her but is too shy to

en escorting Tammy through the halls to her classes. Sandy assumes that her's company, having much in common.

gent girl, but she has not worked to bring her grades up to the level of Nick e her temper and her critical tongue, she does have good traits that she can o attract Nick. First, she has a sense of humor. She has energy and ability, l cheerleader and is also considered the best female dancer at school dances. y kind and pleasant to be around.

uld Sandy use to attract Nick's attention if the IPS were a school dance?

uld she use if the IPS were a basketball game?

uld she use if the IPS were the hallway of the school?

sources for Sandy are:
ketball game:
cheer for Nick before he attempts his foul shots.
ick after the game.

ool dance:
es' Choice.
er that Nick especially likes.

make the students think of different ways to satisfy a given need. This will that a need does not have to be filled by just one resource.

GENERAL OBJECTIVE: A. The student will be able to understand that there are many causes of behavior and that there are several contributing factors which interact to cause this behavior, as demonstrated by his ability to:

SPECIFIC OBJECTIVE: 8. List at least five resources that would satisfy the needs of the student, when given specific FM's and IPS's.

Learning Activities:

A.8. The following situations include forces of motivation and immediate physical settings. Have the student list and explain on page 77 of his book five resources each person might use to satisfy needs in the following stories.

Dialogue:

A.8. In this learning activity, the student will be asked to find five resources that would satisfy needs in a given number of behavioral situations. These behavioral situations are listed below, along with some suggested resources that your students might give. Since some of the students may have difficulty suggesting resources, group discussion might be needed at this point. The following two behavioral situations appear on pages 77-78 of the Student Book.

a. Ken is thirteen years old and is one of six boys living with a widowed mother in a run-down neighborhood. The mother works as a waitress in a coffee shop and is up several hours before the boys get ready to go to school. The boys have to fix their own breakfast but often do not do so since they prefer the extra minutes of sleep, or as is often the case, find little breakfast food available.

Frequently they have little or no money for lunch, and if they wish to have lunch they must prepare sack lunches, which they rarely have done. Consequently, Ken and his brothers go to school hungry and are famished by lunch time. They cannot concentrate on school work and often become irritable when asked by the teacher to respond in class.

Dialogue: (continued)

A.8. Ken's force of motivation (FM) is his physiological need for food, and the immediate physical setting (IPS) in school.

These stories again point out the fact that there are different ways of filling a certain need. This would be a good time to remind the student that resources are defined as the ability to apply learned skills, ideas, and attitudes to fill a certain need. This will reinforce the student's knowledge of what the term 'resource' signifies.

Some possible resources for Ken could be:
Know how to get a job
Ability to work in cafeteria
Ability to cut grass
Willingness to talk with a counselor (he might point out to him that there are free lunches through a school lunch program available for those in need).
Know where to get a loud alarm clock

b. Mickey Mite is thirteen years old, stands four feet, four inches tall, and weighs seventy-five pounds dripping wet. He is very near-sighted and wears heavy lenses in order to do his school work. He has a difficult time performing in gym class. Often his classmates taunt him unmercifully because he fumbles the basketball or fails to hit the softball in contests. Not unfrequently his eyesight and lack of coordination cause him to get hurt when some big bruiser slams into him, tumbling him head over heels into the wall. Mickey is so upset by the time gym class comes around that he gets sick to the point of vomiting.

Some possible resources for Mickey could be:
Know about work of the YMCA
Skill in Karate
Knowledge about contact lenses
Idea of talking with coach or gym teacher
Idea of changing classes

Dialogue: (continued)

A.8. Other resources that could be used are:
Skip school
Pretend sickness
Smoke, etc.

Society frowns on these last three resources, but they are used because they fill needs.

GENERAL OBJECTIVE: B. The student will be able to differentiate between the causal approach to human behavior and the judgmental approach, as demonstrated by his ability to:

SPECIFIC OBJECTIVE: 1. Divide specific behavioral situations into two general categories.

Learning Activities:

B.1. Have the student classify the 10 different behavioral situations into 2 distinct groups on pages 79 - 80 of his book.

Dialogue:

B.1. Have the student turn to pages 79 and 80 of his notebook and read the given behavioral situation. In this activity he will place each behavioral situation into what he believes are two distinct groups. The purpose of this act is to have the student notice that behavior situations can be differentiated into causal and noncausal or judgmental thinking. However, in the next learning activity, we are hoping to draw this idea from him rather than just tell him that these two groups exist. For the student who does not seem to be able to find a way of differentiating these behavioral situations, it might be helpful to suggest that he join small groups where he can find a way of differentiating between these two types of thinking. These ten situations appear in the appendix of the Teacher Manual, pages 189-190, and the answers are included below:

JUDGMENTAL THINKING (X)	CAUSAL THINKING (Y)
a.	c.
b.	g.
d.	h.
e.	j
f.	
i.	

GENERAL OBJECTIVE: B. The student will be able to differentiate between the causal approach to human behavior and the judgmental approach, as demonstrated by his ability to:

SPECIFIC OBJECTIVE: 2. Explain the differences between the two ways of thinking classified in Objective B.1.

Learning Activities:

B.2.a. In his book on page 81 , have the student explain his reasons for placing the statements in two groups.

Dialogue:

B.2.a. In this activity we are hoping to draw from the students the distinction that, although people make many statements or draw many conclusions in their thinking, these conclusions can and should be divided into two types -- judgmental and causal. The ten behavioral statements above will be divided into two groups.

GENERAL OBJECTIVE: B. The student will be able to differentiate between the causal approach to human behavior and the judgmental approach, as demonstrated by his ability to:

SPECIFIC OBJECTIVE: 2. Explain the differences between the two ways of thinking classified in Objective B.1.

Learning Activities:

B.2.b. After the students have formed into small groups in order to work together toward an explanation that each member of the group can accept for the difference between these behavioral situations, have the student, if necessary, revise on page 81 of his book his explanation for the differences between the two groups.

Dialogue:

B.2.b. Because the students may have difficulty explaining their grouping of the behavioral situations it may be helpful for them to separate into smaller groups in order to reach common agreement. If the class appears to be having difficulty with this, it might be helpful to list the correct behavioral situation for each column on the board so the students can spend their time on the reasons for that placement.

GENERAL OBJECTIVE: B. The student will be able to differentiate between the causa human behavior and the judgmental approach, as demonstra ability to:

SPECIFIC OBJECTIVE: 3. Define the terms "judgmental thinking" and "causal thinkin apply to the differences in the previous learning activity.

Learning Activities:

B.3. From his explanation for the differences between the two columns in the previo Activity, have the student write his own definitions for the terms "judgmental t "causal thinking" on page 82 of his book.

Dialogue:

B.3. After the student has finished learning activities B.1 and B.2, he should be ab that the differences between the two groups result from the fact that one reacts to what he sees or hears without considering underlying reasons or causes, wh group searches for reasons or causes to explain what it sees or hears and cons probable consequences of its statements.

In the learning activity we are attempting to have the student suggest these id words so that the definition for "judgmental thinking" and "causal thinking" wi meaningful to him.

Again, if a number of students are unable to define the terms "causal thinking" thinking, they may break into smaller groups. However, once the group has fo definition, have each member return to his seat and individually write his defi terms in his notebook on page 82 .

. The student will be able to differentiate between the causal approach to human behavior and the judgmental approach, as demonstrated by his ability to:

. Define the terms "judgmental thinking" and "causal thinking" as they apply to the differences in the previous learning activity.

tion for the differences between the two columns in the previous Learning
e student write his own definitions for the terms "judgmental thinking" and
" on page 82 of his book.

has finished learning activities B.1 and B.2, he should be able to suggest
es between the two groups result from the fact that one reacts impulsively
or hears without considering underlying reasons or causes, while the other
or reasons or causes to explain what it sees or hears and considers the
ences of its statements.

ctivity we are attempting to have the student suggest these ideas in his own
definition for "judgmental thinking" and "causal thinking" will be personally
n.

er of students are unable to define the terms "causal thinking" and "judgmental
y break into smaller groups. However, once the group has formulated the
each member return to his seat and individually write his definition of the
book on page 82 .

GENERAL OBJECTIVE: B. The student will be able to differentiate between the causal approach to human behavior and the judgmental approach, as demonstrated **by** his ability to:

SPECIFIC OBJECTIVE: 4. Compare his definition of the terms "causal thinking" and "judgmental thinking" with an acceptable definition of those terms.

Learning Activities:

B.4. After comparing his definitions of the terms "judgmental thinking" and "causal thinking" with commonly accepted ones, have the student revise and rewrite his definitions of those terms on page 82 of his book.

Dialogue:

B.4. After the student has formulated his own definition for the terms "judgmental thinking" and "causal thinking," give him the commonly accepted definitions of those terms in order to make his comparisons.

The definitions we will be using in this course are:

Causal Thinking is searching for reasons or causes for behavior and thinking of the probable consequences.

Judgmental Thinking is reacting immediately to behavior without considering the underlying reasons or causes.

Once the student has compared these definitions with his own, suggest to him that he revise his own definitions to include the idea that causal thinking searches beneath surface behavior and considers the underlying causes and consequences of that behavior.

GENERAL OBJECTIVE: B. The student will be able to differentiate between the causal approach to human behavior and the judgmental approach , as demonstrated by his ability to:

SPECIFIC OBJECTIVE: 5. Distinguish between the causal approach and the judgmental approach in various given behavioral situations.

Learning Activities:

B.5. Have the student decide which of the following statements is causal and which is judgmental and give his answers in his book on pages 83 and 84 .

Dialogue:

B.5. Now that the student has inductively developed an understanding of the differences between judgmental and causal thinking, he should be ready to distinguish between the judgmental and causal approaches to thinking in real behavioral situations. We have included sixteen behavioral situations and one alternative activity below, not only to give the student practice in distinguishing between these two approaches but also to test his ability to do so. The answers in parentheses are given after each behavioral situation.

a. Since Sue missed all of her arithmetic problems, she will spell poorly, spelling words, too. (judgmental)
b. Bob, age 21, who has been able to drink moderately without any obvious ill effects, told his girl friend when she turned down his offer of a drink, "Aw, come on, have one. Any teenager should be able to handle one drink." (judgmental)
c. Jim, age 45, has been observed to be increasing his alcohol consumption gradually over the last six months. He has taken more and more time off from the job. As a result, he has been warned repeatedly by his supervisor to straighten up or lose his job, especially as he has often reported to work seemingly under the influence of alcohol. Joe says that Jim is no good and will be a chronic alcoholic within six months. (judgmental)

Dialogue: (continued)

B.5. d. Frank, age 23, has been seen by a friend leaving Tony's Tavern every night
three weeks at or near closing time. The friend might think to himself, "It may
has a problem which he is trying to drown in drink, or he may be working there
supplement his income." (causal)

e. Tim is 16 years old. Recently his mother discovered an empty whiskey bottl
can when she emptied the waste paper basket. Her first thought was that mayb
started drinking secretly. After further thought, she concluded that it might als
that someone had placed the bottle in the trash can. Therefore, she felt that fu
gation would be in order. (causal)

f. Ralph has observed some of his friends, who have become habitual drug user
considers himself to have more on the ball than his friends, drug dependency w
to him. (judgmental)

g. Tim said that without doubt the only reason any teenager takes drugs is beca
talked into it by friends. (judgmental)

h. Angela said she thought as long as a person felt okay a few hours after takin
was all right for that person to continue to use it. (judgmental)

i. Mike said there is no way to explain why people who know better take drugs
have low IQ's. (judgmental)

j. Helen said she had heard that marijuana caused a person to continue using i
knew a friend who stopped after trying it once. "It must be," she said, "that m
not cause a person to want to use it again and again." (causal)

Alternate Activity

A good teaching device to use in showing judgmental vs. causal thinking is the
Two that are found in most public libraries are, "Happy Anniversary" and "In Ti
Each of these has a drunken scene that can be shown and reacted to them judgm
them try to reason the causes for the drunken behavior. Examine possible FM's
IPS's. After you have discussed this with the class, show the film in its entiret
close to the truth the students came.

23, has been seen by a friend leaving Tony's Tavern every night for the last
or near closing time. The friend might think to himself, "It may be that Frank
which he is trying to drown in drink, or he may be working there part time to
s income." (causal)
ears old. Recently his mother discovered an empty whiskey bottle in the trash
emptied the waste paper basket. Her first thought was that maybe Tim had
g secretly. After further thought, she concluded that it might also be possible
had placed the bottle in the trash can. Therefore, she felt that further investi-
be in order. (causal)
observed some of his friends, who have become habitual drug users. Because he
self to have more on the ball than his friends, drug dependency will never happen
nental)
at without doubt the only reason any teenager takes drugs is because he was
by friends. (judgmental)
she thought as long as a person felt okay a few hours after taking a drug, it
or that person to continue to use it. (judgmental)
there is no way to explain why people who know better take drugs; they must
. (judgmental)
she had heard that marijuana caused a person to continue using it, but she
who stopped after trying it once. "It must be," she said, "that marijuana does
erson to want to use it again and again." (causal)

vity
g device to use in showing judgmental vs. causal thinking is the use of films.
ound in most public libraries are, "Happy Anniversary" and "In Time of Trouble."
has a drunken scene that can be shown and reacted to them judgmentally, have
ason the causes for the drunken behavior. Examine possible FM's, R's and
ou have discussed this with the class, show the film in its entirety to see how
uth the students came.

GENERAL OBJECTIVE: C. The student will be able to recognize that behavior has both immediate and long-range consequences that may be stated in terms of probability of occurrence, as demonstrated by his ability to:

SPECIFIC OBJECTIVE: 1. Define short-term and long-range consequences.

Teaching Materials: Webster's New World Dictionary, Second College Edition, 1970; or any comparable dictionary.

Learning Activities:

C.1. Have the student find the dictionary definitions of the terms "consequences," "short-term," and "long-range" and write them on page 85 of his book.

Dialogue:

C.1. Present the dictionary definition of the word "consequence" and discuss. Also define and discuss "long-range" and "short-term." The student's definitions should be similar to the following:

Consequences - a result; to accept the results of one's actions
Short-term - immediate future
Long-range - distant future

GENERAL OBJECTIVE: C. The student will be able to recognize that behavior has both immediate and long-range consequences that may be stated in terms of probability of occurrence, as demonstrated by his ability to:

SPECIFIC OBJECTIVE: 2. Identify short-term and long-range consequences when given behavioral situations.

Learning Activities:

C.2. Have the student read the exercise in his book on pages 86 and 87 and then list some short-term and long-range consequences after each story.

Dialogue:

C.2. Given below are situations and the directions to the student for this learning activity. After reading each of the situations, the student should think of short-term (immediate) consequences that are probable and list these under ST. Then he should think of long-range (distant,future) consequences that are probable as a result of the behavior in the story or situation, listing them under LR. Probability is defined as something that will likely happen.

Although we have neither a learning objective nor a learning activity concerning probability, and since the term will not be extensively used throughout the units of our program, we feel that a very brief explanation of the term would be satisfying to the student.

We suggest that you ask if anyone knows what "probability" is, or where, and in what connection, they have heard the word used. From this point you can bring out the definition and relate it to the example of coin tossing, (e.g.,a coin tossed into the air 100 times has a 50 percent probability of landing heads and tails). Weather forecasters use probability in forecasting weather.

Although the answers to these activities are self-evident, you may have much discussion about some of them.

Dialogue: (continued)

C.2. a. The Rinky Dink Construction Company uses cheap building materials but charges standard or regular prices for all its contracted work.
ST - immediate, high profits
LT - lack of confidence in workmanship, loss of customers, bankruptcy

b. Mrs. I. M. Goode is a morally upright pillar of the community; however, she has one weakness. She loves to gossip about people whom she has heard about or whom she has seen do things that she thinks are unacceptable.

This is a fairly common human trait that we see far too often. A short-term effect might be that she is momentarily the center of attention; however, the long-range effect might be that people soon learn she is untrustworthy. Loss of friends may result.

c. Crooked Cal, an auto mechanic, has made a practice of telling his less knowledgeable customers that they must have more repairs than they really need. He also overcharges out-of-town and out-of-state customers who are unfortunate enough to have breakdowns on the highways.
ST - make money
LT - Better Business Bureau might file charges, Automobile Club would give unfavorable listing, loss of customers and friends

d. Daredevil Dan has just received his driver's license and has purchased a fairly new "set of wheels" with plenty of horsepower under the hood. He enjoys impressing others, especially girls, with his driving skills or what he calls "control over the wheels." No situation is too much of a challenge in a drag race, whether the scene of action be the city streets of Hooterville or the ribbon of concrete called the superhighway.
ST - Dan may have a following of kids who admire him.
LT - They may also visit him in the funeral parlor to pay their last respects.

e. Soulful Sam "digs the sounds." He decides to save money to buy an electric guitar and a set of amplifiers. His buddy has an expensive set of drums and, having had lessons, is great for dances. But first Sam must take lessons.
ST - it costs money and time to take lessons
LR - the effects may be fame, fortune, and a happy life

Dialogue: (continued)

C.2. f. Goodtime Gertie has a lot of Christmas presents to buy, but she has turned down babysitting jobs on weekends to date Groovy Gus.
ST - she may have a good time on her dates
LR - She will probably be embarassed at holiday time.

g. Mr. S., a vice-president in charge of personnel at a local factory, was sometimes boisterous and offensive at parties. At lunch, he had three martinis, while his companion had one. He has occasionally had black-outs. On at least one occasion, he could not remember driving to Cleveland or checking into the motel. As he related this adventure to others, he thought it was hilarious.
ST - he might have a good time
LR - These blackouts are a dangerous symptom of alcoholism. Highwas accidents are often a result of this type of behavior.

The following activities can be used as Alternate Activities if you have time. Our students found these activities to be very worthwhile and enjoyable.

One of the alternate activities would be to have the student give three examples of immediate or short-term consequences from his own experience. The teacher should begin the discussion by citing examples from his own experience. Another activity would be to have the student give three examples of long-range consequences from his own experience.

GENERAL OBJECTIVE: C. The student will be able to recognize that behavior has both immediate and long-range consequences that may be stated in terms of probability of occurrence, as demonstrated by his ability to:

SPECIFIC OBJECTIVE: 3. List short-term effects of drugs, alcohol, and tobacco.

Teaching Materials: Tobacco and Your Health. H. S. Diehl, M.D., New York: McGraw-Hill, 1969.

The Health Consequences of Smoking. 1967. U. S. Department of Health, Education, and Welfare, Public Health Service Publication No. 1696, Revised 1968.

A Programmed Unit on Facts about Alcohol. Shevlin and Goldbert, Allyn and Bacon, 1969.

Facts About Alcohol. McCarthy, Chicago: S.R.A., 1969.

Learning Activities:

C.3.a. Have the student prepare a list of at least five short-term effects of smoking in his book on page 84 .

Dialogue:

C.3.a. We should exclude physiological effects here, concentrating on other effects. Although physiological effects are real, they will be studied in a later activity. Some short-term effects of smoking, for example, are that it can make one sick, stain one's fingers, and leave an unpleasant odor on one's clothing. A positive effect could be that it seems to give one an adult appearance.

After each student has prepared his list, call on individuals to give examples and list them on the board. This will give you the opportunity to zero in on some misconceptions and errors in the students' understanding of the short-term effects of smoking.

Dialogue: (continued)

C.3.a. You may want to write a letter to your congressman, requesting a supply of many additional books on drugs, alcohol, and tobacco. It is advisable to send for the materials at the earliest possible time to allow for processing and delivery.

GENERAL OBJECTIVE: C. The student will be able to recognize that behavior has both immediate and long-range consequences that may be stated in terms of probability of occurrence, as demonstrated by his ability to:

SPECIFIC OBJECTIVE: 3. List short-term effects of drugs, alcohol, and tobacco.

Teaching Materials: A Study of Absenteeism. Rutgers Center of Alcohol Studies, Accident and Sickness Payments in Problem Drinkers in One Industry.

Alcohol in Health and Disease: Some Historical Perspective. Rutgers Center on Alcohol Studies.

Resource Book for Drug Education. National Clearinghouse for Mental Health Public Health Service Bulletin, 1964. In the teacher's kit.

Learning Activities:

C.3.b. Have the student prepare a list of at least five short-term effects of alcohol on page 88 in his book.

Dialogue:

C.3.b. It may be helpful to list on the board some ST effects such as:

1. make one feel good
2. relax inhibitions
3. allow blood to circulate more freely
4. depress the central nervous system

GENERAL OBJECTIVE: C. The student will be able to recognize that behavior has both immediate and long-range consequences that may be stated in terms of probability of occurrence, as demonstrated by his ability to:

SPECIFIC OBJECTIVE: 3. List short-term effects of drugs, alcohol, and tobacco.

Learning Activities:

C.3.c. Have the students refer to the newsper and magazine articles they have collected in Unit I, and list in their books on page 88 the major short-term effects of the most frequently-abused drugs.

Dialogue:

C.3.c. The newspaper and magazine articles should have been kept from Unit I. You may also make a list of references where students may locate information concerning the short-term effects of the most frequently abused drugs. It may be helpful here to show the student the most effective ways of using reference materials.

1. Narcotic - pain relieving. Examples: codeine, morphine, heroin.
2. Depressants - cause sleep. Examples: glue, barbiturates, sleeping pills, and narcotics (codeine, morphine, and heroin)
3. Stimulants - may stop sleep. Examples: benzedrine, dexedrine, cocaine.
4. Hallucinogens - stimulate imagination. Examples: LSD, mescaline, marijuana.

GENERAL OBJECTIVE: C. The student will be able to recognize that behavior has both immediate and long-range consequences that may be stated in terms of probability of occurrence, as demonstrated by his ability to:

SPECIFIC OBJECTIVE: 4. List the long-range consequences of drugs, alcohol, and tobacco.

Learning Activities:

C.4.a. Have the student prepare a list in his book on page 88 of at least five long-range effects of smoking.

Dialogue: (continued)

C.4.a. In this learning activity the student is to prepare a list of at least five long-range effects or consequences of smoking. Caution him not to list again the five short-term consequences. Examples of the five long-range consequences could be cancer of the lung, heart disease, emphysema, expense of smoking, wages lost as a result of illness related to smoking, and property destruction as a result of smoking carelessness.

GENERAL OBJECTIVE: C. The student will be able to recognize that behavior has both immediate and long-range consequences that may be stated in terms of probability of occurrence, as demonstrated by his ability to:

SPECIFIC OBJECTIVE: 4. List the long-range consequences of drugs, alcohol, and tobacco.

Learning Activities:

C.4.b. Have the student calculate on page 89 of his book the expense factor as a consequence of smoking.

Dialogue:

C.4.b. In this learning activity, the student is to calculate the expense factor as a consequence of smoking. For example, assuming that a pack of cigarettes is 45 cents and that a person smokes two packs a day, calculate how much that person would spend in a year's time (ten years, forty years).

The purpose of this exercise is to allow the student to get some idea of the expense involved in smoking. Seeing this in dollars and cents, the student may find that he could use the money saved by not smoking, in a different way. Perhaps he could save the money to supplement his college tuition.

Of course, the cost of cigarettes will vary from one locality to another and from one year to another. However, the student can come up with appriximate estimates of money saved over a period of time.

GENERAL OBJECTIVE: C. The student will be able to recognize that behavior has both immediate and long-range consequences that may be stated in terms of probability of occurrence, as demonstrated by his ability to:

SPECIFIC OBJECTIVE: 4. List the long-range consequences of drugs, alcohol, and tobacco.

Teaching Materials: The Seekers. (State of New York Narcotic Addication Control Commission, Albany, New York 12203.)

The Riddle. (Public Affairs, Office of Economic Opportunity, 1200 19th Street, N.W., Washington, D.C. 20506.)

Learning Activities:

C.4.c. Have the student calculate on page 89 of his book the expense factor as a consequence of drinking.

Dialogue:

C.4.c. The purpose of this exercise is to let the student calculate the cost factor in drinking. He may not realize the long-range cost of drinking over an extended period of time.

GENERAL OBJECTIVE: C. The student will be able to recognize that behavior has both immediate and long-range consequences that may be stated in terms of probability of occurrence, as demonstrated by his ability to:

SPECIFIC OBJECTIVE: 4. List the long-range consequences of drugs, alcohol, and tobacco.

Learning Activities:

C.4.d. Have the student calculate on page 89 of his book the expense factor as a consequence of using heroin.

Dialogue:

C.4.d. In the street jargon a "dime bag" equals $10. The only way most heroin addicts can support their habit is by stealing, pimping, and prostitution. Thus, you bring into the discussion the relationship between drug abuse and the rapidly increasing crime rate.

Films are probably among the best learning activities for the consequences of drug, alcohol, and tobacco use. They are particularly effective in scaring the viewer about what might happen to him through abuse of DAT. Many excellent films are available through libraries, The Mental Health Association, American Heart Association, American Cancer Society, and other agencies. We have listed some of the better ones that we have seen in the Teaching Materials column. The Seekers is a half-hour documentary. In The Riddle, a 28-minute film, the camera follows actual glue- sniffers, cough medicine abusers, and heroin addicts into the alleys, tenements and physicians' offices, where their candid comments and bewildered responses clearly show the hopelessness of their lives. By contrast, an account of a youth who resists the drug abuse crowd to land a job strikes a hopeful note.

GENERAL OBJECTIVE: C. The student will be able to recognize that behavior has both immediate and long-range consequences that may be stated in terms of probability of occurrence, as demonstrated by his ability to:

SPECIFIC OBJECTIVE: 4. List the long-range consequences of drugs, alcohol, and tobacco.

Learning Activities:

C.4.e. Using the DAT's listed in the chart on page 90 in his book, have the student fill in the various life situations categories and their possible consequences with DAT use.

Dialogue:

C.4.e. In this learning activity the student will be attempting to classify the various possible consequences of DAT abuse in a number of life situations. A chart has been provided in the Student Book on page 90 for this activity. However, before having the student begin this activity, introduce the example of heroin given below in the dialogue. For example, a legal consequence of taking a drug such as heroin would be prosecution and loss of the right to practice law if the offender were a law student.

3

Consequences of DAT Use

DRUGS	LEGAL	SOCIAL	VOCATIONAL	FINANCIAL	EDUCATIONAL
Heroin (example)	Arrested and prosecuted for possession of drug	Disoriented life	Loss of job	Costly habit	Unable to finish school
Alcohol					
Marijuana					
Nembutal					
Tobacco					
Benzedrine					
LSD					

GENERAL OBJECTIVE: C. The student will be able to recognize that behavior has both immediate and long-range consequences that may be stated in terms of probability of occurrence, as demonstrated by his ability to:

SPECIFIC OBJECTIVE: 4. List the long-range consequences of drugs, alcohol, and tobacco.

Learning Activities:

C.4.f. Have the student write a commonly accepted definition of the term psychological dependence in his book on page 91 .

Dialogue:

C.4.f. From the previous learning activity the student might recall the discussion of psychological dependence given in Unit I and suggest as a possible consequence of abusing DAT. This might be a good time to have the student review that definition. Space has been provided on page 91 of his book for such review. It would be helpful for you to write the definition on the chalkboard for the students to copy into their books: "Psychological dependence is that state of mind that forces a person to center all of his activities in life on the continuous use of DAT as the only way of satisfying his needs."

GENERAL OBJECTIVE: C. The student will be able to recognize that behavior has both immediate and long-range consequences that may be stated in terms of probability of occurrence, as demonstrated by his ability to:

SPECIFIC OBJECTIVE: 4. List the long-range consequences of drugs, alcohol, and tobacco.

Teaching Materials: Breath of Fresh Air. Free loan film from American Cancer Society, local branch

Pamphlets from:
Publications Division
Rutgers Center of Alcohol Studies
New Brunswick, New Jersey

1. "Drinking in High School"
2. "The Classic Temperance Movement of the USA"
3. "Beer Street: Gin Lane
4. "Alcohol in Health and Disease: Some Historical Perspective"
5. "A Study in Absenteeism, Accidents, and Sickness Payments in Problem Drinkers in One Industry"
6. "Alcohol, Alcoholism, and Crime"
7. "Early Identification of Problem Drinkers in Industry"
8. "Drinking on the American Frontier"
9. "Quarterly Journal Studies on Alcohol - Vol. 32: 1-190

Learning Activities:

C.4.g. After reading the following two stories have the student list on page 92 of his book the type of dependence that is illustrated in each story.

Dialogue:

C.4.g. In this learning activity we will be testing the student's ability to differentiate psychological and physiological dependence. After the student has read the two stories in his book (also given directly below) he should indicate the type of dependence that is illustrated in each story.

1. Paul has smoked marijuana over weekends and occasionally in the evenings for a period of a year. He has tried to stop, but he quits only for a week or two and then starts again. He says he starts again not because he has to, but because he likes to.

2. Mary has been taking heroin for two years. She has tried to stop, but when she does she experiences nausea and tremors. She has lost her job because of inefficiency and spends money she can steal or borrow to buy drugs. Once during the two years she went to a clinic and received treatment that enabled her to stop taking the drugs for about six months. During that time, she reported that she felt fine. One day, while in a bad mood, she started taking heroin again.

You might ask the student to decide whether a dependence exists and if so what kind (physiological or psychological)? Other questions you might ask are: What type of dependence, if any, did Paul exhibit. What type of dependence, if any, did Mary exhibit?

We have given the definition of physiological dependence in Unit I, as well as the effects of DAT. We have studied long-range consequences of one or another type of dependence. Point out to the student that dependence, whether it is physiological or psychological, is a very real long-range consequence.

After the student has given his answers about the stories about Paul and Mary, go over his answers with him in class. The student should recall from the drug chart that marijuana is not physiologically addicting, but that a person can become psychologically addicted to it.

However, point out that since Paul has not been able to quit, or feels no need to quit smoking marijuana, it is quite likely that he is psychologically addicted, although he says he can quit.

Dialogue: (continued)

C.4.g. Mary, who has been taking heroin for two years and has tried to stop, experiences nausea and tremors until she enters the clinic. She stopped successfully for five months after her treatment at the clinic, where she was given methadone to help her withdraw from the drug heroin, thus lessening her desire for that drug and aiding her in adjusting to withdrawal symptoms. Thus, the student should see clearly that Mary has been a victim of physiological dependence. It may be helpful to emphasize that since Mary suddenly started taking heroin again during a period of depression, she shows a psychological need for the drug as well.

You may want to point out also that a physiological dependence can often be broken more easily than a psychological dependence.

This could lead to a discussion of which comes first, a physical or psychological dependence. With some drugs, physical dependence eventually takes control.

Alternate Activity

In this activity, acquaint the student with the recent findings of the United States Health Service pertaining to illnesses associated with smoking. Have him research types of illnesses as related to smoking.

Below are listed some alternate activities that may be helpful to the student in discovering for himself long-range consequences in the area of DAT.

If you have sufficient copies of the book Smoking, Tobacco, and Health available, allow the students to use it to research the recent findings of the Public Health Service as they pertain to illnesses related to smoking. If you wish, you can also use the publication Tobacco and Your Health: The Smoking Controversy. It is our recommendation for you as the teacher, in order to ensure the success of your students' attempts to research these areas of DAT, to make certain that your library is well stocked with materials relating to DAT. We have found through experience that these research activities can be much more successful if you know in advance what books, pamphlets, and other materials are available to the students rather than taking a chance on assuming that there are such materials in your library. We have suggested

Dialogue: (continued)

C.4.g. DAT materials which could be ordered and placed in the library for the use of the students under "Teaching Materials" in this manual. We suggest that if you decide to use the alternate activities below, you divide the class into committees and have each committee research and report on one of the topics. If sufficient copies of the book Smoking, Tobacco and Health are available, use the book to allow the student to read for himself the findings of the Public Health Service as they pertain to illnesses related to smoking. Tobacco and Your Health: The Smoking Controversy may also be used.

A second activity that you may want to use is to show a film which you can obtain on a free loan from the local branch of the American Cancer Society. This film, Breath of Fresh Air shows the medical aspects of smoking.

We have used the film, and our students have given it a high rating as far as illustrating the medical consequences of smoking is concerned. The students were impressed with the impact of the film's message, which, essentially, is that though a man might have to bear a loss of earning power if he becomes the victim of physical illness as a result of smoking, the most important consequence could be that if, through smoking, he contracts a disease such as emphysema, he would also be the victim of a shortened life and, at best, a life hampered by pain, tiredness, and drudgery. This fact is dramatically illustrated with a case of emphysema where a healthy, active man later becomes a walking skeleton, almost constantly gasping for air.

You could show the film and then gave the students list five long-range consequences of smoking that are indicated by the film. You may want to ask them if the consequences shown in the film had any influence on them. A third alternative activity would be to have the students list the main long-range consequences of drinking in the following situations.

1. Drinking and driving
2. Drinking and crime
3. Drinking and absenteeism
4. Drinking and marital problems
5. Drinking and health

The students, through researching the long-range consequences of the above drinking situations, can be helped to see that these areas are important in terms of alcohol abuse.

As a last alternative, you could have the students make posters depicting long-term effects of drug, alcohol, and tobacco. This activity can be a way of graphically illustrating the long-range effects or consequences of DAT. Since the student is directly involved in making the poster, he may be better able to understand both why and how the consequences develop. Your art department might be able to offer assistance at this point in helping the students create interesting and eye catching posters.

At this point in the program, some of the students may begin to wonder about what happens to the addict. Following are some paragraphs dealing with the direction communities, cities, private organizations, religious groups, the states, and the Federal Government have taken in dealing with this very urgent problem. Point out to the students that further research on his part may bring to light more recent and interesting developments. Begin by giving them the list of books and pamphlets listed under "Teaching Materials." And, if you so desire, read to the class the information on rehabilitation of drug abusers that follows. One recent program for drug abusers has been reported in the Cincinnati Post (September 16, 1969). This report discusses the approach that the State of Ohio, under the direction of the Ohio Mental Hygiene and Corrections Department, has suggested as an operable plan for drug dependents in the state. Under this plan, the State of Ohio is to make beds available in mental hospitals for the treatment of drug addicts. The proposed centers in this plan will be located in Akron, Cleveland, Columbus, Cincinnati, and Toledo.

Many states and communities see the need for rehabilitation programs and are instituting them. In addition, there are numerous privately endowed rehabilitation programs throughout the country, where treatment may be secured on a voluntary basis. These include private hospitals, halfway house service organizations, and religious groups. The names of these centers are normally available through the family doctor, a local church, or the local health center. The article printed in the September, 1969, issue of Ebony magazine ("New York Tries to Kick the Habit." pp. 29-37) may be helpful. This article points out that New York's program is costing $300 million. In addition to the many state programs, the Federal Government has also attempted to deal with the drug problem. There are federal hospitals for drug addicts in Lexington, Kentucky, and Fort Worth, Texas. In 1966 Congress passed the Narcotic Addict

Dialogue: (continued)

C.4.g. Rehabilitation Act. This law provides, for the first time, a complete range of rehabilitation. It made service available to addicts in their own communities. The law provides that:

1) Certain addicts charged with specified Federal offenses may be committed for treatment instead of being prosecuted for their crimes by the court. They are assigned to the Surgeon General of the Public Health Service for examination treatment and rehabilitation. 2) Some addicts already convicted of certain crimes can be committed by the court to the Surgeon General for a treatment period of no more than 10 years or for the maximum period of sentence that could be imposed for his conviction. 3) An addict not charged with an offense can be civilly committed to the Surgeon General for treatment, upon his own application or the application of a relative or another related individual (any relative by blood or marriage or the person with whom he resides) being presented to the local U.S. attorney. 4) Federal support can be given to states and communities for specialized training programs and for the construction, staffing, and operation of new addiction treatment facilities on a joint federal-state basis.

GENERAL OBJECTIVE: C. The student will be able to recognize that behavior has both immediate and long-range consequences that may be stated in terms of probability of occurrence, as demonstrated by his ability to:

SPECIFIC OBJECTIVE: 5. Considering the long-range consequences, list a number of ways to turn down Drug, Alcohol, and Tobacco invitations.

Teaching Materials: A Programmed Unit on Facts about Alcohol, Shevlin & Goldberg. Rockleigh, New Jersey: Allyn & Bacon.

Learning Activities:

C.5.a. Have the student list, on page 93 of his book, a number of ways to turn down drinking invitations.

Dialogue:

C.5.a. After having reviewed the consequences of DAT (short-term and long-range) the students may want to consider ways a person could use to turn down invitations to DAT use. The following learning activities are designed to help them develop these methods.

After each student has listed in his book a number of ways to turn down drinking invitations, a student designated by you could go to the board and, as the class gives its ideas, list some of the better suggestions for ways of turning down drinking invitations. Our experimental classes enjoyed this learning activity very much.

Here are some excerpts from pages of the booklet listed under "Teaching Materials."*
It includes 25 Ways to Say "No," given below:

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*Copyright 1969, by Allyn & Bacon, Inc. and used by permission of the publisher.

Dialogue: (continued)

C.5.a. NO THANKS . . .

I feel good enough already.
I want a clear head to appreciate you.
I'm on the wagon.
Pete can't stand me any giddier.
I don't drink.
I can get the same effect by taking off my glasses.

SORRY . . .

My analyst won't let me.
I never drink on Mondays (Fridays, etc.).
I promised my parents I wouldn't.
I'm allergic to alcohol and fresh air.

NOT NOW . . .

I'm testing my will power.
The party's gay enough as it is.
I'm out for football this year.
I'm back-seat driving.
I've given it up for (Mother's Day, Lent, money, fill in your own).

WHAT I'D LOVE IS . . .

Seven-up straight, please.
Coke.
A horse's neck (any bartender knows it: ginger ale, lemon peel).
A little water on the rocks for now.

GENERAL OBJECTIVE: C. The student will be able to recognize that behavior has both immediate and long-range consequences that may be stated in terms of probability of occurrence, as demonstrated by his ability to:

SPECIFIC OBJECTIVE: 5. Considering the long-range consequences, list a number of ways to turn down Drug, Alcohol, and Tobacco invitations.

Learning Activities:

C.5.b. Have the student list, on page 94 of his book, a number of ways to turn down smoking invitations.

Dialogue:

C.5.b. You may want to handle this the same as turning down invitations to drink. Some suggested ways to turn down invitations to smoke could be:

1. "No, thank you."
2. "No thanks, it will stunt my growth."
3. "I'm in training for football, basketball, or baseball."
4. "I'm racing at Indianapolis next year."
5. "I'm going mountain climbing next year."
6. "I'm too young."
7. "I'd rather chew gum."
8. "It makes me cough."
9. "It hurts my throat."
10. "It makes my eyes water."
11. "I don't like the unpleasant odor."
12. "My mom would kill me."
13. "My boyfriend (girlfriend) doesn't like smoke on my breath."
14. "My insurance agent doesn't want me to."

GENERAL OBJECTIVE: C. The student will be able to recognize that behavior has both immediate and long-range consequences that may be stated in terms of probability of occurrence, as demonstrated by his ability to:

SPECIFIC OBJECTIVE: 5. Considering the long-range consequences, list a number of ways to turn down Drug, Alcohol, and Tobacco invitations.

Learning Activities:

C.5.c. After meeting in buzz groups to discuss ways to turn down drug invitations, have the student list, on page 95 of his book, as many effective ways to turn down drug invitations as he can.

Dialogue:

C.5.c. Encourage the student to be as free and honest as possible in his buzz group work. You might suggest to the student that since drug abuse is associated with the younger generation they are more likely to think of realistic ways to turn down invitations to use drugs.

GENERAL OBJECTIVE: D. The student will understand that one's commonly used res
become ineffective in satisfying needs, as demonstrated

SPECIFIC OBJECTIVE: 1. Indicate that one's needs are not satisfied when commonl
become blocked.

Learning Activities:

D.1.a. Have the student draw the blocked resource diagram on page 96 of his boo

Dialogue:

D.1.a. In this objective the intent is to show the student that commonly used resour
blocked, and when these are blocked, alternative resources are usually deve
one's needs.

We suggest that you review Maslow's hierarchy of basic needs with the clas
the learning activities of this unit. It may be necessary to review with them
needs are satisfied through resources. This will lead into the concerns of th
what happens when one's commonly used resources no longer satisfy needs b
inadequate.

A blocked resource (/) is a commonly used resource that has for some reason
in satisfying a person's needs. After copying it on the blackboard, instruct t
it into his book so he can refer to it whenever needed. Encourage him to ask
any part of this area he may not understand. Use the following example: Joh
belonging (FM - Love). The resource (R) that he commonly uses for this is th
standing given to him by his mother. Suddenly his mother is the victim of a c
so his resource is blocked (R⟶ /). However, his need still remains. This
to the student this way:

D. The student will understand that one's commonly used resources may become ineffective in satisfying needs, as demonstrated by his ability to:

1. Indicate that one's needs are not satisfied when commonly used resources become blocked.

ent draw the blocked resource diagram on page 96 of his book.

ive the intent is to show the student that commonly used resources can be
when these are blocked, alternative resources are usually developed to satisfy

at you review Maslow's hierarchy of basic needs with the class before starting
ctivities of this unit. It may be necessary to review with them the fact that
isfied through resources. This will lead into the concerns of the objective --
when one's commonly used resources no longer satisfy needs because they are

ource (/) is a commonly used resource that has for some reason become ineffective
person's needs. After copying it on the blackboard, instruct the student to copy
k so he can refer to it whenever needed. Encourage him to ask questions about
is area he may not understand. Use the following example: Johnny has a need of
- Love). The resource (R) that he commonly uses for this is the love and under-
to him by his mother. Suddenly his mother is the victim of a car-train accident,
e is blocked (R→/). However, his need still remains. This could be shown
this way:

Dialogue: (continued)

D.1.a.

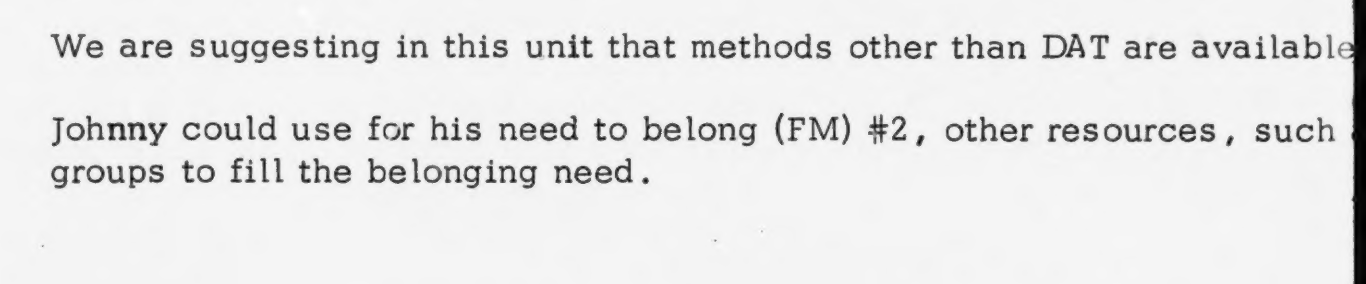
Before Accident

FM → R → Love from mother -- commonly used resource (love)

After Accident

FM → R → /Love from mother -- commonly used resource (love)

After the review of needs, draw the following blocked resource diagram using the example of Johnny, ask the class what alternative resources h his needs. We have suggested some alternative resources he might sel even more helpful to have the students suggest their own.


Alternative resource #1 (D
(FM, Johnny's need for love)
Love of mother
Resource (getting love fr
Alternative resource #2

Johnny may then use for his need to belong (FM) #1, DAT abuse as an ef

We are suggesting in this unit that methods other than DAT are available

Johnny could use for his need to belong (FM) #2, other resources, such groups to fill the belonging need.

d)

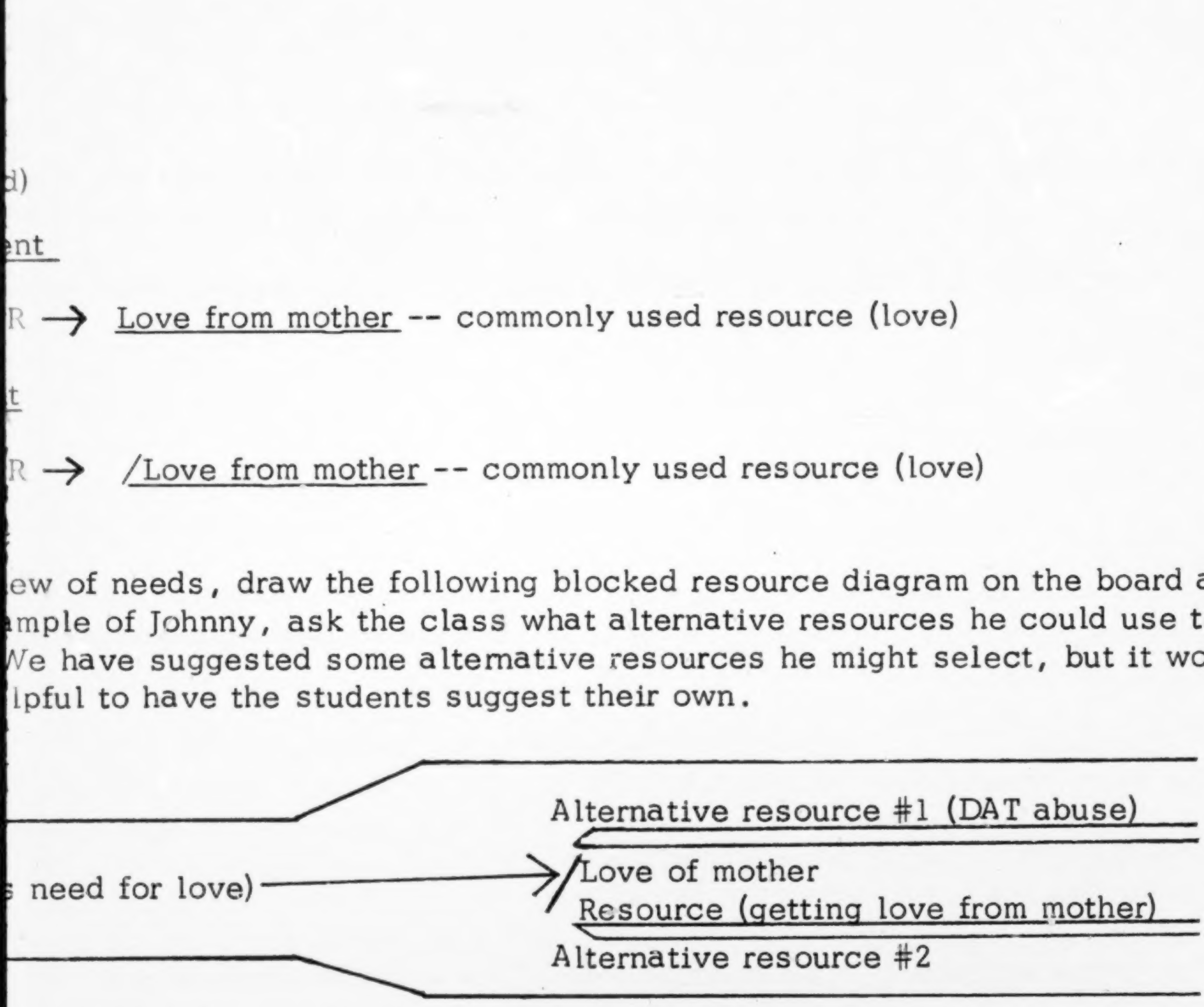
nt

R → Love from mother -- commonly used resource (love)

t

R → /Love from mother -- commonly used resource (love)

ew of needs, draw the following blocked resource diagram on the board and, mple of Johnny, ask the class what alternative resources he could use to satisfy Ve have suggested some alternative resources he might select, but it would be lpful to have the students suggest their own.


Alternative resource #1 (DAT abuse)
need for love)
Love of mother
Resource (getting love from mother)
Alternative resource #2

hen use for his need to belong (FM) #1, DAT abuse as an effort to satisfy this need.

sting in this unit that methods other than DAT are available to him; thus,

use for his need to belong (FM) #2, other resources, such as friends, relatives, or the belonging need.

GENERAL OBJECTIVE: D. The student will understand that one's commonly used resources may become ineffective in satisfying needs, as demonstrated by his ability to:

SPECIFIC OBJECTIVE: 1. Indicate that one's needs are not satisfied when commonly used resources become blocked.

Learning Activities:

D.1.b. Have the student label on page 96 of his book the blocked resource in a number of behavioral situations.

Dialogue:

D.1.b. After he has copied the blocked resource diagram into his book and you are certain that there are no further questions in his mind as to what blocked resources are, have him turn to page in his book and label blocked resources in a number of given behavioral situations. This exercise is designed to test the student's understanding of blocked resources. Below is the exercise which appears in the Student Book. He is to choose from the following examples those which indicate blocked resources and label them BR in the space provided. Then he is to indicate what the blocked resource is in each example.

1. BR Johnny was a high-school leterman in football until one day he unfortunately broke his leg. If there is a blocked resource, what is it? (being able to play football)
2. None. Susie has always had to study hard in order to receive good grades throughout high school. Now she is in college and on the honor roll every semester. (no blocked resource)
3. BR George has always enjoyed being a life guard and gaining the admiration and respect of his girl friends each summer at the beach. Last week George and his parents moved to Nome, Alaska. (being able to be a life guard)
4. BR Stevie used to feel bold and courageous when he teased the older boys as he walked to school with his older brother Bob. Bob left for college in another state yesterday. (getting protection provided by his brother)

GENERAL OBJECTIVE: D. The student will understand that one's commonly used resources may become ineffective in satisfying needs, as demonstrated by his ability to:

SPECIFIC OBJECTIVE: 2. Indicate that one's needs are not satisfied when commonly used resources become inadequate.

Learning Activities:

D.2. Have the student label on pages 97 - 98 of his book the inadequate resources in two behavioral situations.

Dialogue:

D.2. A student might stop using a resource because it becomes inadequate and not only because it has been blocked. This is especially true as a young person matures into adulthood. Methods that fill needs are constantly replaced by other methods (it is hoped more mature). The following two situations will give the student practice in picking out the inadequate resources.

Situation A.

Jack liked to play Cowboys and Indians. He looked forward to the end of the school years and to the summer months when he could get outdoors and play Cowboys and Indians. He read about Indians, liked to see movies and TV shows about Indians, and always wanted to be the Indian when the kids played Cowboys and Indians. It all started when Jack got an Indian outfit for his birthday when he was five years old. It brought him a lot of attention. His buddies thought it was real sharp and some of them were a little envious. As he grew older, fewer and fewer of the kids wanted to play Cowboys and Indians. He had long outgrown his Indian suit, but he had salvaged a few feathers and made a home made headband. He used his mother's lipstick to paint himself like an Indian and wrapped a part of an old blanket, which was held together with an old clothesline rope, around his waist. Finally, in the summer when he was ready to enter the eighth grade, all his buddies his own age refused to play Cowboys and Indians. He could be seen, alone, chasing five- and six-year-old cowboys through neighbors' yards.

Dialogue: (continued)

D.2. Situation B.

Max was a better-than-average student. During his early years in grade school, he was in classes where other pupils were rather hesitant about answering questions or volunteering during the class discussions. Max was not afraid to talk. His hand was the first to shoot into the air when the teacher asked the class to answer a question. Because he was so responsive in class, his early teachers heaped praises upon his head for his excellent class attitude. Soon Max, having been so rewarded with praise, began to do further research in many different areas of interest. Because he was rewarded with praise by his teachers, he began to seek approval from his classmates. Consequently, as years passed he became a walking encyclopedia. Max was not unpopular until he approached junior high school. Finally, when he was placed in achievement classes in junior high school, his attempts to be first, best, and always right brought him into conflict with other students who disliked his seeming know-it-all attitude. He never liked to be proved wrong. Even when there was doubt about his being correct, he would have to argue a point needlessly. Soon many teachers began to dislike his know-it-all attitude. Students and teachers did not dislike him for his having knowledge but, rather, disliked his attitude of always having to be right and having to prove others wrong.

GENERAL OBJECTIVE: E. The student will understand that when one's commonly used resources become ineffective, alternative resources are developed to satisfy needs, as demonstrated by his ability to:

SPECIFIC OBJECTIVE: 1. Suggest alternative resources in a given number of behavior situations when a commonly used resource has been blocked.

Learning Activities:

E.1. Have the student list on page 99 of his book alternative resources when the commonly used resources are blocked in the five behavioral situations.

Dialogue:

E.1. This first activity will introduce the student to the idea that when resources which satisfy one's needs are blocked, alternative resources can be chosen which will also satisfy these needs. Below are the exercises which appear in the Student Book on page 99 . Responses you might expect for these rather easy situations are given directly after the five needs:

a. Esteem of Others Need
Although Joan has a couple of good friends, she still has a definite esteem need. At the present time, she thinks the only way to satisfy this need is to be a cheerleader.

b. Love Need (Belonging)
John needs to be part of a group. To assert his leadership, he fights frequently on the way to and from school.

c. Safety Need
Since Bill has threatened Carl with physical violence after their argument two weeks ago, Carl, in an effort to protect himself, has been giving Bill candy whenever they meet.

d. Physiological Need
Fred complains that he is always hungry and has no money for lunch. Recently, he was discovered eating a sandwich from a stolen lunch box.

e. Self-Esteem Need
Nancy spends all of her leisure time studying hard to get the highest grade average in her class. She is a high "B" student, but her need is not satisfied because she feels she must get all "A's."

Dialogue: (continued)

E.1. Story a - She should be encouraged to try doing well in some other area, such as music, studies, sports, etc. by which she could win recognition.

Story b - He should think about using his energy constructively. Perhaps a membership at the YMCA may get him into a group.

Story c - Bill might ally himself with a bigger and stronger friend.

Story d - He could ask to work in the cafeteria to earn money for lunch. He could bring lunch from home.

Story e - Nancy should talk to a counselor who might help her to find some other interest in which she could excel.

GENERAL OBJECTIVE: E. The student will understand that when one's commonly used resources become ineffective, alternative resources are developed to satisfy needs, as demonstrated by his ability to:

SPECIFIC OBJECTIVE: 2. Suggest alternative resources to the ineffective ones in a given number of behavior situations.

Learning Activities:

E.2. Have the student list, on pages 101-103 of his book, alternative resources to the ineffective resources being used in the behavioral situations.

Dialogue:

E.2. In the previous objective we noted that at times resources become ineffective not because they are blocked, but because they have become inadequate. The student, in this learning activity, should develop an understanding of the fact that these ineffective resources can also be replaced by alternative resources. The activity, as it is listed in the Student Book, appears below. You may want to discuss these situations with the class to see if the students understand the idea of alternative resources.

Situation A.

Dan is a fifteen-year-old potential drop-out who has many problems, not the least of which is his lack of popularity among the students at his school. Because of an esteem need -- the need in his case to win recognition from others -- Dan has developed a resource designed to gain this recognition. One day Dan begins the practice of swearing. Whenever he is among a cluster of students standing and talking in the hallway at school, or at the malt shop, or at a game or dance, Dan's mouth pours out a streat of dirty, filthy words. Every new filthy, vulgar word he hears is quickly adopted into his colorful vocabulary and used as a part of his resource. At first many students are shocked by what they hear. Girls, especially, are shocked as can be seen by their blushes, for Dan is no beginner in the art of swearing. He is showing himself to be a master in this area. For weeks and months swearing is his thing and doing his thing gets him a lot of attention.

However, Dan has noticed that in recent weeks people are tending to ignore his outbursts of profanity.

Dialogue: (continued)

E.2. Situation B.

Little Kevin, age two, was such an adorable child. Everything he did brought "ooh's" and "ah's" from his parents. "My how he does climb," his mother would say as proud Father would run and fetch the camera to capture for posterity the feats performed by their marvelous little offspring. "Look at him swing from the drapes, isn't he advanced in his coordination for a child of two?" his father would proudly exclaim. His parents would laugh rather than correct Kevin when he would take his spoon of mashed potatoes and flip it all over the table. Kevin enjoyed the attention he got when people laughed at him. He did not even get into trouble when, at the age of five, he tried to shave the cat's whiskers with his father's electric razor.

As Kevin got older, he still tried hard to get people to notice him and to laugh at his antics. One summer, when he was eight years old, his parents sent him to camp. The first day there, he tied all the counselor's clothes in knots, while everybody was in swimming. Later he put a garter snake down the back of one of the female counselors, and at lunch, made belching and slurping sounds as he wolfed down his food. At first there were a few laughs, but after a few days and finally a week of his antics, the kids, and the counselors got fed up with his attempt to entertain. One day, while playing Robin Hood with a bow and arrow that should never have left the archery range, he sent an arrow zinging into the tire of the head counselor's Jaguar.

As the tire was still deflating, the irritated head counselor sent Kevin packing, ready to start home to his parents.

GENERAL OBJECTIVE: F. The student will understand that some people who find their commonly used resources to be ineffective choose DAT abuse as an alternative resource, as demonstrated by his ability to:

SPECIFIC OBJECTIVE: 1. Indicate the resource being used.

Learning Activities:

F.1. Have the student label, on pages 104 - 105 of his book, the resource being used in each of the behavioral situations.

Dialogue:

F.1. In our society, as we already know, all people have needs. However, not all people satisfy those needs in the same way. There are often many alternative ways people can choose to satisfy a particular need. Unfortunately, some of the alternative resources are chosen by members of society without consideration for the consequences resulting from them. Society often looks with disdain upon many of these choices of resources, especially when the person has not considered the negative consequences to himself or to others. It is not the need society condemns, but the type of resource chosen to fill that need.

One of the concerns of this program is the abuse of DAT prevalent in our society today. Abuse of DAT may be the resultant alternative resource chosen by a person whose commonly used resource has been blocked. In this section, our aim is to get the student to understand that when resources are ineffective, there are other resources that may be chosen to satisfy one's needs.

Following are a number of situations in which the main characters have used negative resources. The student is to list the resources used (ineffective resource).

We have given some sample alternative resources to the situations in the exercises, however, encourage the students to give as many of their own as they can.

Dialogue: (continued)

F.1. Situation A.

George W., who is married and has four children, has been working six years at a local factory. His job has brought him a decent wage. However, George has always felt that his family should have the best of everything and, therefore, his budget is always strained each month. On December 1, George received a notice from his employer that, because of lost business, the work force would be cut and George would lose his job. With Christmas coming soon, George began to worry about how he was going to be able to buy gifts and pay his regular monthly debts. Soon his worry got the best of him and he began to drink regularly.

What is the alternative resource being used? George has turned to drink to escape his worries.

Situation B.

Bob G. is a young high school graduate. He made fairly good grades in school and also played football in his school, which had an enrollment of 2,500 students. Although he had some offers from other schools, Bob had hoped for a scholarship to play football in the fall at State U. But as the summer months started to fade, and no offer came, Bob grew worried. He found the only way he could forget about the scholarship was to spend nights dropping acid with some friends. The idea that he was not good enough to play at State U. quickly faded as the drug took hold.

What is the alternative resource being used? Bob turned to drugs to escape his disappointment at not getting a scholarship to play football.

Situation C.

Uncle Charley lost his wife, three children, and a $30,000 home in a devasting fire two years ago. Since then he has not been able to get over the shock. He has not been able to fill the void of the loss of family, although he has several brothers, a sister, and a number of nieces and nephews, most of whom are living nearby. He has found no consolation in his work and has drifted from one job to another, gradually accepting lower-paying, less-challenging jobs. Finally, he has begun to drink and miss days of work. When Charley drinks, he talks about the time a few years ago when he happened to stay late at an office party. Upon arriving home after 12 o'clock, he describes seeing his house engulfed in flames Crowds of by-standers gathered, as the sounds of sirens, heralded speedy arrival of the fire

Dialogue: (continued)

F.1. equipment. Over and over again he berates himself for not having rushed inside and attempting to rescue the members of his family instead of allowing himself to be restrained by neighbors and firemen.

What is the alternative resource being used? Uncle Charley drank to escape his guilt feelings in not being at home to save his family.

GENERAL OBJECTIVE: F. The student will understand that some people who find their commonly used resources to be ineffective choose DAT abuse as an alternative resource, as demonstrated by his ability to:

SPECIFIC OBJECTIVE: 2. Suggest what this person is not considering in choosing this alternative resource to satisfy his needs.

Learning Activities:

F.2. Have the student suggest on page 106 of his book what the person is not considering when he uses his resources in each of the situations mentioned above.

Dialogue:

F.2. Now that the student has been able to label the alternative resources being used (DAT) and their ineffectiveness, we would like to prepare him for the next unit by asking him to suggest what he thinks the person in each of these behavioral situations given is not considering when he chooses DAT abuse as an alternative resource. In this learning activity, the student should again be encouraged to give his own suggestions as to what each person is not considering. We have listed directly below a few typical responses you may receive in this exercise.

Situation A. George

Suggest what this person may not be considering in choosing this alternative resource.

He could look for a new job at an employment agency.

He would qualify for unemployment.

Perhaps his wife could work temporarily.

Situation B. Bob

Suggest what this person may not be considering in choosing this alternative resource.

He could have accepted the offers of the smaller schools to prove his ability, and perhaps later he could have transferred to State University.

He could have worked his way through State U. and tried out for football.

Dialogue: (continued)

F.2. Situation C. Charley

Suggest what this person may not be considering in choosing this alternative resource. He could have sought professional counseling to help to see whether or not it was realistic to shoulder such a burden of guilt. He could have centered his attention and affection on living relatives to compensate for the loss of his immediate family.

As the result of this final learning activity in Unit 2, we are hoping to have the student start thinking about the negative consequences of choosing the abuse of DAT as a resource to satisfy his basic needs. We hope that the learning activity above will start the student thinking about what people who choose DAT abuse are not considering in using that as their resource. With such thoughts in mind, the student should be ready to consider his own personal view of the consequences of DAT use in his own life.

INTRODUCTION TO UNIT III

IT'S UP TO YOU: THE DECISION IS YOURS, RIGHT OR WRONG

Up to now, in Unit I and Unit II, you and your students have been provided with some facts about DAT and human behavior. However, because in the near future your students may have to make personal decisions about the use or abuse of DAT in their own lives, this unit will be centered on them and their decisions about the role that DAT will play in their futures. Therefore, this unit's major emphasis will be on how students can apply what they have learned about DAT and human behavior in making their own personal decisions. These decisions should be based on comparing the positive or negative consequences of the use of DAT or alternative resources to them in satisfying their needs. In other words -- the goal of this unit, and of the course as a whole, is for them ultimately to make personal decisions about drugs, decisions that will be theirs alone.

In preparation for making these important decisions, we would like them to begin this unit by reading a book, Tuned Out, by Maia Wojciechowska, which may help them understand why some people turn to drugs.

We would like them to begin reading Tuned Out as soon as they can, so that you will be able to discuss it with them in the learning activities that follow later in this unit.

You have some copies of this book in the teacher's kit that you might want to let them use, but we are sure most of them will probably want to have personal copies of their own. In your own copy, it may be helpful to underline key points and write in comments as you are reading. Later in the workbook activities, there will be discussions and exercises that deal with the characters, their needs, and the resources they use.

We think you and your students will really enjoy reading this book.

GENERAL OBJECTIVE: A. The student will develop a personal view of DAT consequences, as demonstrated by his ability to:

SPECIFIC OBJECTIVE: 1. List all consequences of DAT abuse that he has seen, heard, experienced, or thought.

Learning Activities:

A.1. Have the student make a list on page 108 in his book of all of the positive and negative consequences he can think of that result from using DAT.

Dialogue:

A.1. The student is to list freely all possible positive and negative consequences. Some possible consequences could be:

brain damage
jail
disorganized personality
addiction
malnutrition
sickness
hepatitis
damage to family
high cost
crime
death
overdose
possible genetic damage

feel good
expand person
know self
sensitive to world
thrills - kicks
excitement
impress people
mental illness
wealth - to the pusher
auto fatalities
cancer - lungs, heart

GENERAL OBJECTIVE: A. The student will develop a personal view of DAT consequences, as demonstrated by his ability:

SPECIFIC OBJECTIVE: 2. Rank in order those consequences, both positive and negative, that are from the most real to the least real to him.

Learning Activities:

A.2. Have the student rank the consequences, both positive and negative, on page 109 of his book, beginning first with those most important or real to him and ending with those least important or real to him.

Dialogue:

A.2. Remember to remind the student that the satisfaction of his needs (forces of motivation) is a positive consequence of drug use, and should be included in his list of positive consequences. If the student has trouble listing six positive and six negative consequences, lead a discussion of some suggested positive and negative consequences of drugs, and include in this discussion that the satisfaction of basic needs should be considered as a positive consequence. In order to avoid the student's over-emphasis of death as a possible consequence, suggest that he exclude from this category that particular real consequence. ("Real" applies to the things that he believes will most affect him.)

GENERAL OBJECTIVE: B. The student will understand and appreciate the different methods used in making decisions, as demonstrated by his ability to:

SPECIFIC OBJECTIVE: 1. Define and discuss four methods of making decisions.

Teaching Materials: Campbell, A. and Ojemann, R. H., Educational Research Council, Rockefeller Building, Cleveland, Ohio 44113, Values and Goals, How Do You Decide?

Learning Activities:

B.1. After discussing the four methods of making decisions (see Dialogue), have the student turn to page 110 of his book and copy the definitions given to him.

Dialogue:

B.1. The four methods are briefly described below. If you wish more information, a booklet is available on this and is listed in "Teaching Material." The teacher and student may be quite familiar with some of these methods from their discussions of persuasive techniques. When someone presents a statement he believes to be true or factual, the listener/reader usually uses one of four methods to determine whether or not he believes that statement to be true. These four methods are:

Authority - In this method the student making a decision is affected by the reputation of, or respect he has for, the person or group making the statement (example: a baseball player selling razor blades). We cannot emphasize too greatly the influence of the peer group in making decisions based upon the authoritative method. You may want to discuss this with the class.

Emotional - In this method the student making a decision is affected by the feeling and emotions he has about the problem in question.

Dialogue: (continued)

B.1. Reasonable - In this method the student making a decision does so by trying to figure the whole thing out in his head with no reference to objective data.

Scientific - In this method the student making a decision is affected by the evidence from research findings. (example: laboratory experiment)

GENERAL OBJECTIVE: B. The student will understand and appreciate the different methods used in making decisions, as demonstrated by his ability to:

SPECIFIC OBJECTIVE: 2. Identify the four methods of decision making in behavior situations.

Teaching Materials: These four stories appear in the appendix of this manual, page 191-193.

Learning Activities:

B.2. After reading about the four speakers at a junior high school anti-smoking program, have the student identify, on pages 111-112 of his book, each of the four methods of decision making.

Dialogue:

B.2. The four stories of the student book are included on pages 191-193 in the Appendix of this manual. We have used these four stories in order to see if the student is able to identify these four methods in more realistic behavioral situations. Though the stories may seem explicitly to indicate each method, some students may have trouble with some of them. The student should be able to identify the following methods and their speakers as indicated below:

a. Coach - Authority Method
b. Doctor - Scientific Method
c. Mayor - Emotional Method
d. Businessman - Reasonable Method

Stress to the student that the four methods are just ways of making decisions. These decisions could be good or bad and cannot be justified by the method used. For example, a kid steals a bike because his friend (Authority) tells him to. He cannot justify his action as being right just because he used one of the four methods presented.

GENERAL OBJECTIVE: C. The student will recognize his own style of decision making, as demonstrated by his ability to:

SPECIFIC OBJECTIVE: 1. Identify the method of decision making that he used in various real-life situations.

Learning Activities:

C.1. Have the students form into role-playing groups to explain which method of determining consequences they used to make a decision. The decision-making situations are on pages 113 - 114 in his book.

Dialogue:

C.1. Included is the page from the Student DAT Book that includes the dialogue and some suggested decision-making situations that the students may role-play. These are very common situation, about which most students have had, at some time, to make decisions. In making these decisions, they probably have relied on one of the four methods. "I did it because my buddies would have called me chicken if I didn't," is a classic illustration of the authority method.

You, too, as a person have had to make decisions based upon the four methods. To break the ice for this activity, you might give an example from your own experience.

C.1.

(A duplicate page from the Student Book - Role Playing)

Here are a few real decisions you may have made. If you made a decision on one or some of these situations -- to do or not to do, which of the four methods of decision making did you use?

We do not want to put you on the spot, or embarrass you, or to invade your privacy, but if you wish to form into small groups and role-play how you formed your decision, it might be very helpful to you and the class to do it.

Perhaps you may merely wish to tell the class about one of these, or a similar decision you made, and what helped you make up your mind.

Sometimes consequences of our decisions or acts are not clear at first, but any decision we make has certain effects or consequences that we must all accept.

This exercise will help you to decide how you made your decision and help you in making future decisions.

Role-playing situations: Making personal decisions -- which method did you use?

How I decided to or not to:

1. go out for football, baseball, track, or basketball
2. try out for a school play
3. sing in the choir
4. take guitar lessons, music, drums, voice
5. attend religious services
6. try out for cheerleading
7. run for student council representative
8. join the science club

C.1. (continued)

9. attend a school dance
10. join the YWCA or YMCA, swim, take lessons in judo or karate
11. falsify a driver's license application
12. accept an invitation to use drugs, alcohol, and tobacco -- (refer back to unit II, pages 62 - 78)
13. steal something or respect the law in general
14. any other situations you may want to use

GENERAL OBJECTIVE: D. The student will develop alternative resources that produce the positive consequences he desires as demonstrated by his ability to:

SPECIFIC OBJECTIVE: 1. Indicate, recalling from the first two units, that there are a variety of alternative resources to drugs, alcohol, and tobacco that will satisfy a person's needs.

Learning Activities:

D.1.a. Recalling the Barney Ross story, have the student indicate on page 115 of his book the alternative resources to drug abuse that Barney used in his later life.

Dialogue:

D.1.a. We have used the Barney Ross story at this point because it clearly exemplifies a real person's struggle to develop alternative resources in his life. It may be helpful to have the student reread the article and be ready to discuss alternative resources. Since Barney Ross was a well-known sports figure, as an alternative exercise, you may want to suggest to any student in the class who might be interested, that he find out about other athletes why may also have had problems with drug abuse. (Recall here the current concern for the use of drugs in sports.)

GENERAL OBJECTIVE: D. The student will develop alternative resources that produce the positive consequences he desires, as demonstrated by his ability to:

SPECIFIC OBJECTIVE: 1. Indicate, recalling from the first two units, that there are a variety of alternative resources to drugs, alcohol, and tobacco that will satisfy a person's needs.

Learning Activities:

D.1.b. Recalling the Jackie Robinson story, have the student indicate on page 115 of his book, the alternative resources to drug abuse that Jackie used in his later life.

Dialogue:

D.1.b. Jackie Robinson, Jr., a young man who grew up in the shadow of a famous father, tried so very hard to find some activity in which he might excel. DAT use was one resource Jackie, Jr., used. Later on he developed alternative resources, working with drug addicts, Encounter program, etc.

GENERAL OBJECTIVE: D. The student will develop alternative resources that produce the positive consequences he desires, as demonstrated by his ability to:

SPECIFIC OBJECTIVE: 1. Indicate, recalling from the first two units, that there are a variety of alternative resources to drugs, alcohol, and tobacco that will satisfy a person's needs.

Teaching Materials: Story: "Teen-age Encounter Story," Teacher Manual Appendix, pages 193-195

Learning Activities:

D.1.c. Recalling the encounter story of a seventeen-year-old drug addict, have the student indicate, on page 120 of his book, that person's need or need(s) and alternative resources to drugs, alcohol, and tobacco in attempting to satisfy them.

Dialogue:

D.1.c. We have selected the true story of a seventeen-year-old addict to show the student that the problem of drug addiction is not only a real problem to adults, but to teen-agers as well. In reading this story try to help the student determine the boy's needs (love), his attempts to satisfy them through various means (drugs), and his alternative resources to addiction (belonging to a rock band group, belonging to the Encounter Program, etc.). After discussing the Encounter story, you may want to ask the class if they know any true stories about any other teen-age drug abusers that they might like to volunteer to discuss with the class. These could come from personal knowledge, magazine or newspaper articles, or from any other mass-media sources.

GENERAL OBJECTIVE: D. The student will develop alternative resources that produce the positive consequences he desires, as demonstrated by his ability to:

SPECIFIC OBJECTIVE: 1. Indicate, recalling from the first two units, that there are a variety of alternative resources to drugs, alcohol, and tobacco that will satisfy a person's needs.

Learning Activities:

D.1.d. Have the student list, on page 121 of his book, and discuss from the novel Tuned Out the various needs, resources, and alternative resources used by Kevin and Jim.

Dialogue:

D.1.d. The book Tuned Out was chosen to help the students experience a firsthand account of young people and the problem of drug abuse, and also to help them discover that there are alternate resources to drug abuse. We have chosen to discuss both Kevin and Jim in terms of their needs, resources, and alternative resources because we feel that each represents a type of young person that may be encountered within your classroom. Kevin seems to represent a boy with a heavy burden to carry through life, as reflected by his belief that only by being a "good boy" will he be able to hold his family together. His use of drugs appears to be a resource that helps him blot out the fact that he is not "the ideal boy" that everyone believes him to be. Thus it appears to be his need for a sense of self-esteem that he desperately tries to satisfy through the use of drugs.

Jim, on the other hand, is a boy who has a strong need for a sense of safety and belonging. His need for safety and security deter him somewhat from the use of drugs, as do his strong religious beliefs. He reflects a strong tendency to keep things as they were in life, becoming visibly upset whenever unexpected change occurs. Yet it is his strong need for safety and love that appear to make him very sensitive to other people and their problems. Kevin, having rid himself of drug abuse behavior, is able to develop his need for self-esteem through

Dialogue: (continued)

D.1.d. more acceptable and rewarding alternative resources, such as helping other less-fortunate addicts to become rehabilitated at Sweetmountain and gaining a more truly personal identity by achieving more realistic academic goals in life.

GENERAL OBJECTIVE: E. The student will evaluate some of the many reasons people give for turning to DAT use/abuse, as demonstrated by his ability to:

SPECIFIC OBJECTIVE: 1. Select certain reasons people give for DAT use/abuse.

Learning Activities:

E.1. Have the student give specific reasons, on pages 122 - 123 of his book, for DAT use and abuse from the newspaper articles and from other previous readings.

Dialogue:

E.1. This exercise helps reinforce the student's understanding of the many reasons why people use and abuse drugs, alcohol, and tobacco. Although these reasons have been considered individually here and there in the program, the student may now view reasons for drug use and abuse more broadly in this culminating activity.

The student should examine each of the six suggested reasons for drug use and abuse and then search back through his DAT book for articles that best illustrate the reason. He should give the title of the story, or identify it and the page or pages on which it is found. If the student finds other, more recent illustrations from newspapers and magazines, he should also include them in this exercise.

This exercise properly sets the stage for the next one.

GENERAL OBJECTIVE: E. The student will evaluate some of the many reasons people give for turning to DAT use/abuse, as demonstrated by his ability to:

SPECIFIC OBJECTIVE: 2. Decide if the reasons are valid from a behavioral viewpoint.

Learning Activities:

E.2. From the behavioral viewpoint, have the student evaluate the validity of these reasons through role-playing activities.

Dialogue:

E.2. The student, having considered the many reasons for drug use/abuse, should now be ready to evaluate the different reasons for using drugs given or demonstrated within the many stories, articles, and situations found in his readings.

We suggest role-playing activities here, although you or the students may want to handle this activity in a different way. The students, in small groups, may wish to consider themselves as good friends of one of the characters in one of the situations. As friends, they should offer help or guidance to the individual to help him examine his motives for drug use/abuse and assist him in selecting alternatives to the use/abuse situation.

We suggest the students consider alternative resources, consequences, and the behavior equation in counseling their friends.

As a culminating activity, the student is asked to reflect privately "Some Parting Thoughts" on page 125 of his book.

APPENDIX A

	Learning Activity
UNIT I	
- A Brief Look at How Some Drugs Became a Part of Our Society	B.1.
- The Most Unforgettable Character I've Met	D.1.a
- Jackie Robinson, Jr. - Addict, Then Healer	D.1.d
- Amphetamines and the Human Body	E.3.
- Alcohol and the Human Body	E.3.
- Hallucinogens and the Human Body	E.3.
- Barbiturates and the Human Body	E.3.
- Marijuana and the Human Body	E.3.
- Narcotic Analgesics and the Human Body	E.3.
- Nicotine and the Human Body	E.3.
- Volatile Chemicals and the Human Body	E.3.
- Drug Legislation Chart	G.2.
- Jan, Michael, Wendy, Sandy	H.1.
UNIT II	
- The Last Fifteen Minutes in the Life of a Nineteen-Year-Old Drug Addict	A.1.
- The Nature of Child Behavior	A.2.
- The Causes and Consequences of Behavior	A.2.
- Judgmental vs Causal Thinking: Ten Behavioral Situations	B.1.
UNIT III	
- Four Methods of Making Decisions	B.2.
- The Teen-age Encounter Story	D.1.c

Unit I B.1.

A BRIEF LOOK AT HOW SOME DRUGS BECAME A PART OF OUR SOCIETY

Since World War II, increasing attention has been given to drugs, expecially drugs that affect the mind. Thousands of Americans have become dependent on many different kinds of synthetic drugs that were developed primarily for medical use. Opium abuse, which has been around since ancient times, has brought about the development of several substitutes used in medicine.

Narcotics - derivatives from opium or synthesized

a. Morphine was used in the American Civil War to treat the wounded.
b. Heroin was developed from morphine to be used as a method of curtailing morphine addiction, but it was found to be more potent.
c. Codeine - an alkaloid of opium found in juices of the unripe pod of the white poppy. It is usually extracted from morphine. The substance was first used in cough medicines to curtail chest pains.
d. Methadone - synthesized as an opiate analgesic by a German chemist and made available in the United States after World War II. It is used in the treatment of heroin or morphine withdrawal symptoms.

Barbiturates - derivatives of barbituric acid

a. Vernal - the first barbiturate introduced in 1903 for the purpose of depressing the CNS in a controllable manner.
b. Luminal - introduced in 1912 as a phenobarbital.

Tranquilizers - introduced as sedatives that do not cause hypnosis or drowziness

Ethyl alcohol - commercially marketed whiskey, wine, beer, gin, vodka, and rum Used in ancient times as a relaxer and later used as an anesthetic and relaxer in America.

Amphetamines - introduced as a substitute for a drug called ephedrine in 1927

- a. Benzedrine - inhaler, introduced in 1932 for relieving nasal congestion in hay fever and colds
- b. Dexedrine - introduced in 1945 as a weight controller and counteractor of drowsiness
- c. Methamphetamine - (Methedrine) was first used widely during World War II by the German army to counteract fatigue among the troops engaged in prolonged missions
- d. Cocaine - derived from the leaves of the cocoa bush, grown in South America It was introduced as a local anesthetic especially for the extraction of teeth.
- e. Nicotine - substance in cigarette tobacco, first introduced to English by way of the Indians

Hallucinogenic agents - derivatives of natural plants or made synthetically

- a. Lysergic acid diethylamide - derived from the rye plant First introduced in the 1930's by a Swiss chemist. Research and illegal production brought about widespread abuse amont college students in the 1960's.
- b. Mescaline - extracted from the peyote cactus It reflects kinship to the amphetamines. First used by the American Indians in their religious ceremonies. The substances were identified in 1886 by a German pharmacologist.
- c. Marijuana - derived from the canna sativa hemp plant Probably introduced into the United States in the early twentieth century (about 1920) by Mexican laborers.

Unit I D.1.a
(Barney Ross Story)

THE MOST UNFORGETTABLE CHARACTER I'VE MET

by: The Rev. Frederick P. Gehring, C.M.
Reprinted with permission from the
March, 1968, READERS DIGEST

He came limping into my tent on Guadalcanal one day late in 1942, his dark, shoe-button eyes glazed by combat fatigue. I was used to rough-looking Marines, but this one was especially grim. He was old for a Marine; his thick hair was flecked with gray. His skin was yellowed, his nose was splashed across his face.

"You're the Catholic chaplain, aren't you?" he asked with a crooked smile. "I'm Corporal Ross. I belong in the hospital tent, but I had to get out of there for a while. Mind if I keep you company?"

"Glad to have you," I said. "Make yourself comfortable."

He wrapped several of my blankets around him and stretched out on my cot. Soon he was shaking violently.

"I've got to get you back to the hospital," I told him. "You're having a bad attack of malaria fever."

"No, no, Padre!" he protested. "I don't want the docs to see me when I get these chills. I want to stay with my outfit."

Such was my meeting with Barney Ross, the most courageous and generous man I ever knew. Barney's whole life was a fight against odds. He fought his way out of the Chicago slums to become the world's lightweight and then welterweight champion in boxing. Now he was fighting the Japanese in one of the grimmest struggles of the war. The marines, clinging precariously to one little corner of Guadalcanal, were subjected by day to constant air attacks and banzai charges; by night, the Tokyo Express -- as the Marines called the enemy fleet -- would sweep past to bombard the thin American lines and to land reinforcements.

Only a week before I met him, Barney and four other Marines had run into a much larger Ja
patrol along the Matanikau River. In a fierce fire fight, the other four Marines were seriou
jured. They found refuge in a shell hole, where Barney, although eventually wounded hims
ceeded to hold off the enemy force alone, two of his wounded companions loading while he
When reinforcements finally rescued them, the Marines had been in their hole for 13 hours
them lay 22 enemy dead. Two of the Marines had died, and the other two had to undergo a
Barney had shrapnel in his leg and side, and was shaking with fever.

Rock of Faith. For all his fighting heart, Barney was a gentle and devout religious man.
Orthodox Jewish faith was the rock that sustained him and enabled him to overcome calami
would have crushed other men. One night he showed me some religious books and told me
tried to read them when lulls in the fighting permitted. "I used to read them even at my fi
he said with a grin. "But my managers, Sam Pian and Art Winch, hid them when the sports
came around. They figured I'd get a reputation as a softie."

Long before the word "ecumenism" was talked about, Barney was practicing true religious
Shortly before Christmas, I mentioned to Barney that I didn't have anyone to play the orga
night Mass. "I play the piano a little, Father," he said. "I think I can handle an organ.

That Christmas Eve, several hundred men of all faiths knelt in the mud outside a tent cont
makeshift altar. In the darkness we could hear the crackle of gunfire as the Japanese trie
filtrate the Marine perimeter. While I murmured the ancient Latin ritual, Barney played ca
organ. "Silent Night" never sounded more hauntingly beautiful than it did that starlit nigh
by a wounded Jewish Marine on the battered little organ amid the sounds of war in the Sou

Two weeks later, Barney and 30 other casualties were evacuated to the rest island of Efat
New Hebrides. Always small (his top fighting weight was 147 pounds), he had lost 30 po
was suffering from wounds and illness that would torment him for the rest of his life.

So Mother Wouldn't Know. Life was a fight for Barney from the beginning. Born Barney
he was one of six children of immigrant Russian parents. When he was 14, his father, a
scholar reduced to running a little grocery store in Chicago's ghetto, was killed by two g

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luced to running a little grocery store in Chicago's ghetto, was killed by two gun-happy

170 A

holdup men, and his mother suffered a nervous breakdown. The younger children were sent to an orphanage; Barney and an older brother were placed with a cousin.

Neglected, Barney dropped out of school, began running errands for Al Capone and other big-time mobsters. Inevitably he became involved in the street fights of the slums. Although scrawny and undernourished, he was tough and quick, and it wasn't long before he found himself boxing as an amateur. He fought hundreds of amateur bouts, pawning the medals and wristwatches he won to help support his scattered family. Finally, he turned professional. He went under the name of "Ross" so that his mother wouldn't know he was fighting. She found out eventually, of course, but her initial shock and anger faded when she learned that Barney's ring earnings were going into a fund to reunite the family.

A flashy, speedy boxer, Barney rose steadily to the top. Swarming all over opponents, firing volleys of punches with machine-gun rapidity, he beat a long string of top-notch fighters, until, in June, 1933, he took the lightweight championship from Tony Canzoneri. "Winning the title was almost an anticlimax," he told me later. "My big thrill came a few weeks before the fight. That was when I was able to take the younger kids out of the orphan asylum and reunite them with Mom."

After beating Canzoneri again, Barney challenged Jimmy McLarnin, the hard-hitting welterweight champion, who outweighed him by ten pounds. In a wild fight that had 60,000 onlookers standing through most of the 15 rounds, the slim Ross outpunched McLarnin to add the welterweight title to his laurels.

On Top of the World. After years of hardship and the cruel punishment of the prize ring, the skinny kid from the slums was on top of the world. For the first time in his life he was making big money, and he spent it freely. He gave generously to charities, helped out friends from the ghetto, tipped recklessly. Before long he became known as the softest touch in sports. He played the horses and usually lost.

Still, he was fighting and winning, and the money kept rolling in. Barney's fierce courage always seemed to pull the close fights. During the sixth round of his third match with McLarnin, he broke his left thumb. Despite agonizing pain, Barney kept punching for nine more rounds -- and won.

Barney's greatest display of courage in the ring came in his last fight, on the night of May 31, 1938. He faced "hammering Henry" Armstrong, who had won the featherweight and lightweight titles and was challenging for the welterweight crown. At the age of 28, and after nine years as a professional, Barney was nearing the end of the line. His nimble legs had lost some of their bounce, and in the sixth round his arms suddenly seemed to leaden. With Armstrong stepping up his perpetual-motion pummeling, Barney reeled almost defenselessly, round after round.

At the end of the 11th, referee Arthur Donovan went to Ross's corner. "I'm sorry, champ, I've got to stop it," he said.

"No, no." Barney begged. "Let me finish."

Barney stayed on his feet through four more rounds -- to the end of the fight. Sportswriters estimated that he absorbed over 1,000 Armstrong punches. "Why didn't you quit when the ref wanted to call it?" they asked him. "You might have been killed."

"A champ's got the right to choose the way he goes out," Barney mumbled through puffed lips.

Bitter Harvest. Barney earned over a half-million dollars in his ring career, yet he had almost nothing when he finished. His loans to friends, his charities and the ponies ate it up. For a while he ran a popular cocktail lounge in Chicago, but he picked up too many tabs and staked too many friends down on their luck to hold onto any money. "He was always around when people were in jams," sportswriter Jimmy Cannon said.

When the Japanese attacked Pearl Harbor, Barney was 31, overage for military service, and he had a new bride, a lovely dancer named Cathy Howlett. Nevertheless, he badgered high officials in Washington into granting him a waiver to enlist in the Marines and got into combat duty.

His Guadalcanal ordeal made him a front-page personality all over again. It earned him the Silver Star, parades, and a visit to the White House, where President Roosevelt told him, "It's an honor to know you." It also brought him the bitter harvest of drug addiction; he was in such torture when he was evacuated from Guadalcanal to Leyte that well-meaning medical corpsmen gave him extra syrettes or morphine - a kindness that eventually made him tragically dependent on the painkiller.

On my return from the Pacific, I visited Barney in Los Angeles, where he and Cathy had settled after his discharge, and was shocked at his appearance. He was puffy and hallow-eyed. Cathy told me she'd been trying to get him to go to a Navy hospital, but he wouldn't. He was so ashamed of his addiction that he couldn't bear to tell anyone about it. To keep his secret, he took a job with a New York advertising agency and contrived excuses to keep Cathy out West. When she threatened to divorce him, he was too desperate and confused to act.

"Your Old Organ Player." My work for the Vincentian Mission kept me shuttling between Philadelphia and New York during this period, and I saw Barney often. It was obvious that he was not well, but I didn't know enough about the symptoms of drug addiction to realize that his was ailments had been compounded by something more sinister.

Muddled and despondent as he often was, Barney still performed many acts of kindness. One night at a Marine Corps reunion in New York, his eyes sparkled as he told me of a mitzvah (good deed) he had performed the night before. An old, nearly blind Medal of Honor winner of World War I had been turned out of his hotel because of inability to pay $100 in back rent. Barney had paid the rent, and proudly marched the ailing old man back in. "Where did you get the money?" I asked, knowing that Barney was broke. "Borrowed it from a guy in the meat business," he said.

In November, 1946, Barney picked up a newspaper in his office and read that Cathy Ross had been granted a provisional divorce. A few hours later, the stunning news came over the radio that Barney had turned himself in as a drug addict and asked for voluntary commitment to the government narcotics center in Lexington, Kentucky. He called me that night. "You heard the news?" he asked sadly. "I guess you must be ashamed of your old organ player."

"I'm only ashamed that I didn't realize what your trouble was," I answered. "But, believe me, you're going to lick this thing."

"I've got to," he said. "It's the only way I can get Cathy back."

Help for the Hooked. I visited Barney at Lexington a month later. He was gaunt and pale, but the Ross smile was as big as the moon. Next to his bed were the same religious books he had shown me in the Pacific. Around his neck were the two emblems he wore night and day -- his silver Hebrew Mezuzah and a Catholic medal I had given him on one of his worst nights on Guadalcanal. "I swear on these books and medals that I will never pick up a hypodermic needle again," he said fervently. And he never did, even though pain was to remain a dark shadow that never left him.

After four months at Lexington, the doctors told him that he had won his greatest battle, and discharged him. He returned to his advertising job. Within two years, he and Cathy were remarried. The movies bought his life story, and he used that money and earnings from refereeing fights to repay debts he had incurred while on narcotics. His malaria returned periodically, he suffered from headaches and his old leg wound, but he grimly resisted a return to dope. In fact, he became a great crusader against it.

In speeches before civic and service organizations, and in testimony before government committees, he gave his painfully-won advice on how to fight addiction. But his greatest satisfaction came from cases where he was personally able to save a "hooked" youngster.

I particularly remember one Bronx boy named Charlie, because Barney took me along to see him. The boy tearfully insisted that he would do "anything" to kick the habit. I expected Barney to react with sympathy. Instead he tore into the youngster with a merciless tongue-lashing.

"Why were you so hard on the boy?" I asked him later.

"Once you become an addict you become a con man," Barney explained. "The addict can give you all kinds of tearful excuses and glib promises. Only an ex-addict understands this, and he's one person the addict can't fool."

Barney's successful effort with Charlie and others convinced him that the ex-addict was the most valuable resource that could be used to combat dope. He proposed that rehabilitation centers be set up that would be staffed and run entirely by former addicts -- a seemingly radical suggestion then, but one which is now meeting with growing success.

Last Round. In the spring of 1966, Barney was confronted by the first foe he couldn't beat. Doctors found he had cancer of the throat. He decided to return to Chicago where he could see his family and friends more often. There, as the end approached, the doctor ordered an ambulance to take Barney from his apartment to a hospital. Barney's boyhood friend, Ira Colitz, now a prominent Chicago businessman, went with him. Barney dozed briefly in the ambulance. Suddenly, he awoke and asked, "What round was I knocked out in? Gosh, **Sam** will feel awful, he never wanted to manage a loser."

"You weren't knocked out," his friend said gently. "And you never were a loser."

Unit I D.1.d
(Jackie Robinson, Jr. Story)

JACKIE ROBINSON, JR. - ADDICT, THEN HEALER

by: Bob Johnson, AP Sports editor
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from the Associated Press.
MAVERICK SON REJOINED FAMILY ...
BEFORE HIS DEATH

EDITOR'S NOTE--Just three weeks ago, Jackie Robinson, Jr., died in a car crash. The tragedy ended a young and turbulent life, one of rebellion and drug addiction, and one of great hope and potential. In the following, the boy's father, Jackie Robinson, member of baseball's Hall of Fame, tells how it is "to lose a boy, to find, and lose him again."

Jack thought life was a bad deal. He dropped out. He turned on. He became a drug addict. But finally, as kids say, he got his head together.

He was like a lot of boys -- except that his father was Jackie Robinson, college football star, first black player in major league baseball, successful business executive.

Like a lot of fathers, Jackie Robinson found that his success was useless in dealing with his son. It even hurt.

Those are among the things Robinson reflects on now that his son is dead.

"You know, you just don't lose a boy after finding him, lose him again, and not really feel it," Robinson says.

But there are other reflections of Jack Robinson, Jr. that hurt less. The letter from the 40 year-old addict who wrote that Jack Jr. helped find him a new perspective on life. The visit from the 33 year-old addict who said that, in trying to help him, Jack Jr. often seemed to be 33 and he, the addict, only 24.

"It kind of took some of the pain away to see the contributions he had made," Robinson said.

YOUNG JACK died on June 17 when his car hit a parkway railing. He was working with the drug organization that had saved him. He counseled addicts and his big current project was organizing a benefit jazz concert at his parents' home.

The Robinsons thought it over, and going ahead with the concert seemed to be the right thing to do.

So on a sunny summer afternoon, just five days after the funeral, the green lawns of the Robinson home were filling with people.

Some brought blankets to sit on. Some brought umbrellas to sit under. Some found space under encircling trees. The people were white and they were black. They were middle-aged and they were young.

They came from New York City and the drab houses down near the Stamford railroad station and from right here in the neighborhood, North Stamford, where the houses nestled among wooded ridges and ponds and just about the first thing the kids tell the new kids moving in is: Jackie Robinson lives here.

AFTER THE musicians began to play under a pavilion by a lake, with a teen-age flutist trilling mad jazz runs on his silver pipe, Jackie looked out beyond the crowd and recalled from the beginning how he had lost a son, found him, and lost him again.

"I think it started a long, long time ago," Robinson said. "When he resented people talking to him about his father. He was very young, you know, and it built up something in him, I think, and all of a sudden he rebelled against it, and it came about after he developed some potential as a Little Leaguer."

Branch Eickey, boss of the old Brooklyn Dodgers, had hand-picked Jackie to integrate baseball, and Jackie used to tell his son "That I thought he had the kind of ability that Mr. Rickey talked about."

But the kids on the bass teams razzed him, and the adults kept comparing him to his dad.

"There was always that comparison," Jackie said, "and even though at that time there was a great deal of warmth and a great deal of love between us, the pressure started to get real hard on him and all of a sudden, he, you know, just kind of started to pull away."

JACKIE SMILED wryly and went on in his husky, high voice.

"He decided, as he told us, that he was going to be best at something ... and he took up pool because he knew I wasn't a good pool shooter and he was going to have something so he could really trounce me -- he really was pretty good at it."

But beating his dad at pool wasn't enough. By now Jack Jr. was a teen-ager and rebelling openly.

"He was always out, not happy at home, very sullen, very quiet. And the next thing you know he wanted to go into the service."

One day he came home from New York and boasted that he and a friend had smoked marijuana.

"We questioned him about it," Robinson said, "and like many young kids today he kept saying: 'I don't care what you say, I like the taste of it. I know it's not going to affect me, I'm strong, I'm not going to go on to heroin.'"

Jackie dropped out of high school at 17, enlisted in the Army and was wounded in Vietnam while serving in the First Infantry Division.

"I don't think he took heroin over there, but he knew how accessible it was and how easily the kids got it," Robinson said.

But there was no question that Jack Jr. smoked pot in Vietnam and was still on it when he came home at 19. And he still was obsessed by the desire to excel. This time, he chose crime. With a gang of Stamford boys he tried everything from stealing hub caps to burglary.

"You name it," his father said, "they were doing it."

THE ROBINSONS knew things weren't right with Jack, but they didn't know what was wrong. "We really didn't recognize the kind of problems that he had," Robinson said.

"During that period of time, we would question him and talk to him but, as he told us later, we were just so easy, as so many parents are in terms of dealing with the problem, of dealing with the kid -- you know, kids and parents -- he could tell us anything and we'd believe it."

Among things that Jack did not tell his parents was that he had started using heroin.

His father thinks it happened when pot lost its kick for him. "You go to a party and you're on marijuana and everybody's having so much fun and the marijuana does nothing to you and you want to join in -- and you're on the heroin kick."

Jack ran away to Colorado, where he had been stationed for a while in the army. He worked the dice tables in the gambling joint. The Robinsons found him and made several trips to talk to him. He began to drift back and forth between Stamford and Colorado.

"He'd go out for two months and be perfectly clear of heroin." Robinson said. "Then he'd come back to Stamford and get back on it again."

At last he was arrested and charged with possession of narcotics and a pistol. The judge ordered him to undergo treatment for drug addiction.

HE WENT to Daytop, Inc., a rehabilitation center at Seymour, Connecticut. Daytop is headed by a reformed addict, Kenneth Williams, and his assistants are other addicts who have kicked the habit.

Because they have been through the agony of going off dope, the Daytop people are tough; they make certain the addicts want to be cured. They strip them to essentials and of vanity and they try to rebuild them. They discovered the only thing Jack still liked about himself was his beard and moustach
They made him shave.

Williams warned the Robinsons that Jack might try to leave in two or three weeks and that they would have to "tell him if he comes home you're going to revoke his parole and put him in jail and this time he's going to stay there."

That scared Jack because his father was a member of the state parole board and was known to the guys on the street as its toughest member, although Robinson says that isn't so.

But it didn't scare enough. Six months after entering Daytop he was arrested in a Stamford hotel and charged with using a female for immoral purposes. This time the court sentenced him to two to four years in prison -- but suspended the sentence and ordered him back to Daytop.

"It was always our contention that Jackie wanted to be arrested," Robinson said, "or why else would he keep on going back to the same place where he was broken the first time .. where the police know him, and everybody else."

JACK MADE IT through the Daytop program. Williams became a second father to him. Jack became assistant regional director of Daytop, and his goal was to establish his own center in Stamford.

"From 21 or so until 24 he began to find himself, and we had him back for just a year where you know, we were a family," his father said.

"Last Thanksgiving for the first time in I don't know how many years the whole family was together. And it just kind of brought us all back into proper focus and everything was going very beautifully."

And that's the way it was at 2:20 a.m. on June 17 when Jack's car hit a guardrail along the Merritt Parkway at a speed that threw the engine 200 feet from the frame.

"I have to think that he went to sleep," his father said, "because he had been putting so many long hours into the jazz program. And you talk to Kenny -- in fact, I asked him about it, and Kenny says you could rest assured he was not on dope."

And asked, Williams said it again: "He was definitely off drugs. He fought that battle, he met that challenge, and he was on the road to try to do good."

At Jack's funeral, one of the eulogies had referred to him as a "beautiful black brave warrior," and Williams had picked up the phrase in opening the jazz concert.

Robinson thought it was fitting. He was trying so desperately to get people to understand themselves Black people mainly, it was his spirit.

Unit I E.3.

Learning Activity E.3.

AMPHETAMINES AND THE HUMAN BODY

Effects on The Body

Stimulates Central Nervous System

Brain damage

Alters heart rhythm

Arterial constriction

Amphetamines are swallowed or injected.

Examples:

Dexedrine
Methamphetamine
Benzedrine

Effects on Behavior

Nervousness
Excitement
Aggressiveness

1. DRUG NAMES

2. EFFECTS ON BODY

3. EFFECTS ON BEHAVIOR

4. SLANG TERMS (Street Names)

Unit I E.3.

Learning Activity E.3.

ALCOHOL AND THE HUMAN BODY

Effects on The Body

Depresses Central Nervous System

Liver damage

Alcohol is usually swallowed.

Examples:

Beer
Wine
Whiskey

Effects on Behavior

Excitement
Intoxication
Sleepiness

1. DRUG NAMES

2. EFFECTS ON BODY

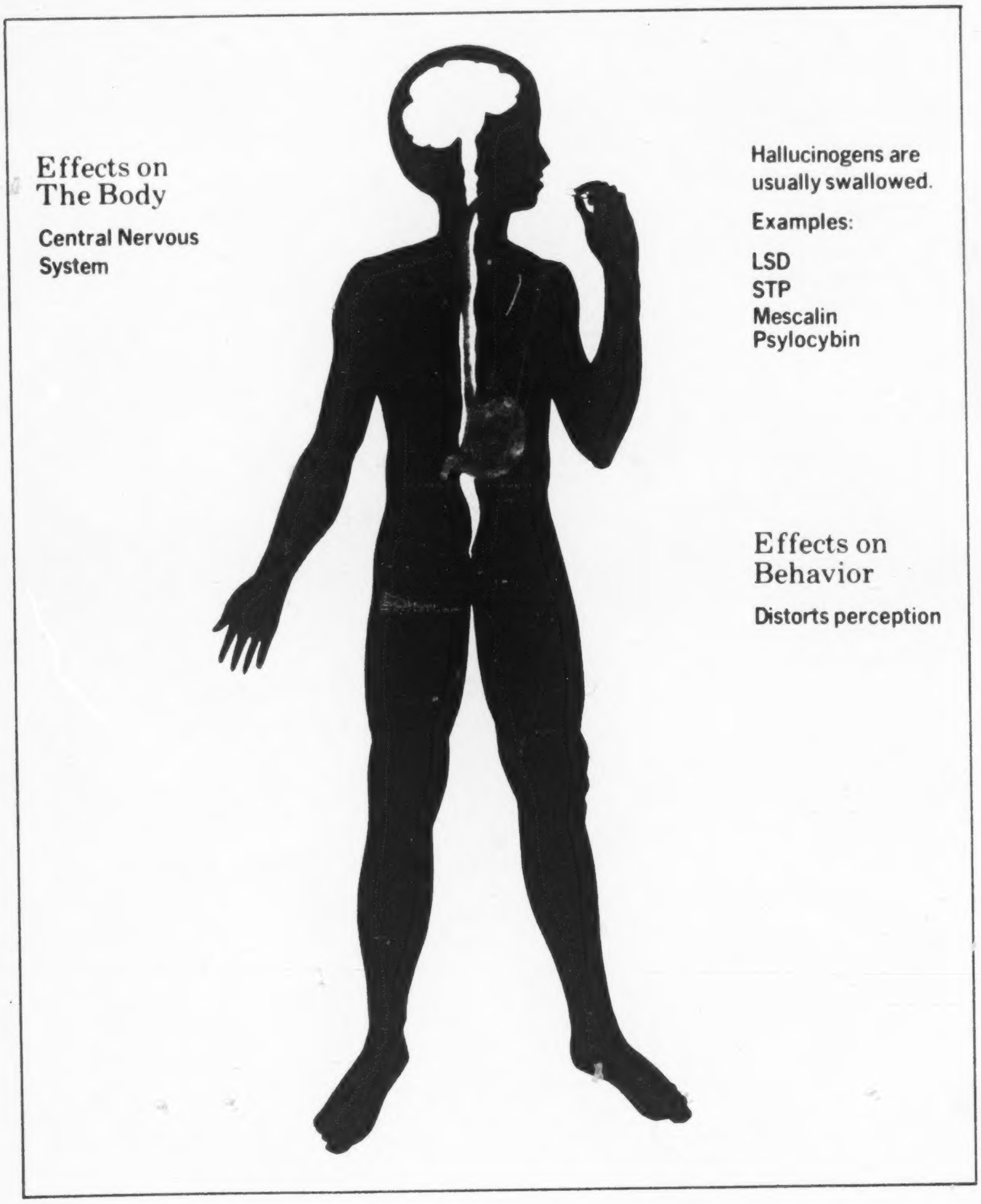
3. EFFECTS ON BEHAVIOR

4. SLANG TERMS (Street Names)

Unit I E.3.

Learning Activity E.3.

HALLUCINOGENS AND THE HUMAN BODY


Effects on The Body
Central Nervous System
Hallucinogens are usually swallowed.
Examples:
LSD
STP
Mescalin
Psylocybin
Effects on Behavior
Distorts perception

1. DRUG NAMES

2. EFFECTS ON BODY

3. EFFECTS ON BEHAVIOR

4. SLANG TERMS (Street Names)

Unit I E.3.

Learning Activity E.3.

BARBITURATES AND THE HUMAN BODY

Effects on The Body

Depresses Central Nervous System (especially medulla

Slows breathing

Barbiturates are swallowed or injected.

Examples:

Nembutal
Phenobarbital
Seconal

Effects on Behavior

Sleepiness
Calmness
Euphoria

1. DRUG NAMES

2. EFFECTS ON BODY

3. EFFECTS ON BEHAVIOR

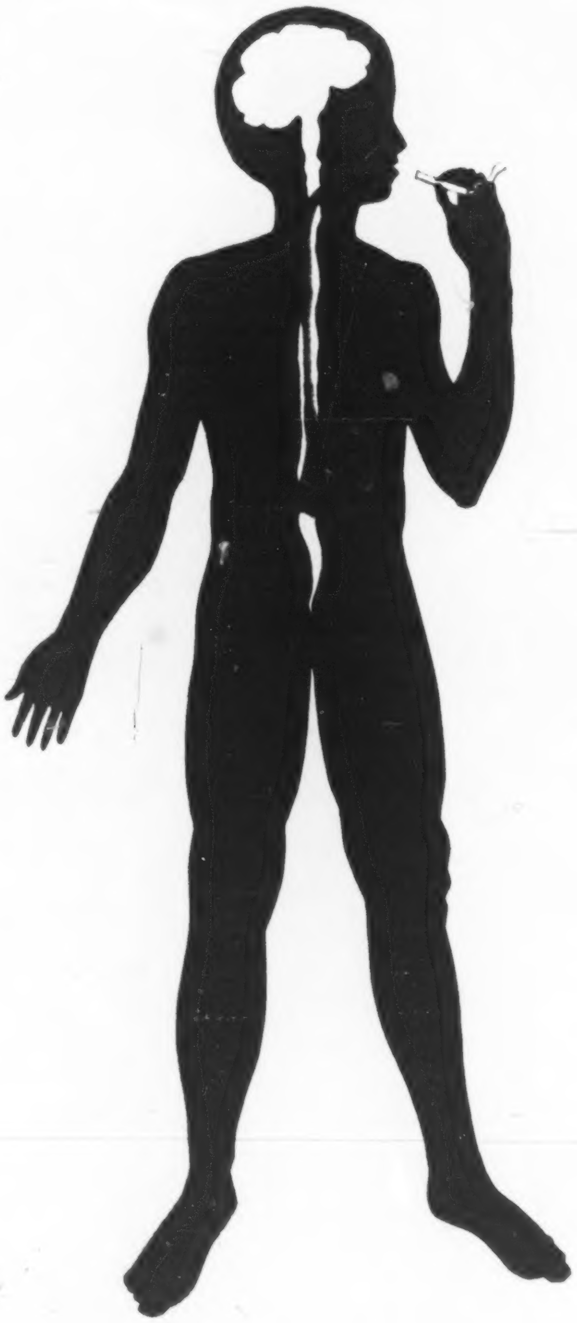
4. SLANG TERMS (Street Names)

Unit I E.3.
Learning Activity E.3.

MARIJUANA AND THE HUMAN BODY

Effects on The Body

Central Nervous System



Marijuana is usually smoked and inhaled.

Examples:
Marijuana
Hash

Effects on Behavior

Distorts perception

1. DRUG NAMES

2. EFFECTS ON BODY

3. EFFECTS ON BEHAVIOR

4. SLANG TERMS (Street Names)

Unit I E.3.

Learning Activity E.3.

NARCOTIC ANALGESICS AND THE HUMAN BODY

Effects on The Body

Depresses medulla (i.e., respiratory center)

Slows breathing

Opiates are swallowed, inhaled, or injected.

Examples:

Morphine
Codeine
Heroin
Demerol

Effects on Behavior

Physical dependency
Sleepiness
Euphoria

1. DRUG NAMES

2. EFFECTS ON BODY

3. EFFECTS ON BEHAVIOR

4. SLANG TERMS (Street Names)

Unit I E.3.
Learning Activity E.3.

NICOTINE AND THE HUMAN BODY

Effects on The Body

Stimulates the Central and Peripheral Nervous Systems

There is possible damage to:

Heart
Arteries
Lungs

Nicotine is inhaled.

Examples:

Cigarettes
Cigars
Chewing tobacco

Effects on Behavior

Psychological dependency
Coughing

1. DRUG NAMES

2. EFFECTS ON BODY

3. EFFECTS ON BEHAVIOR

4. SLANG TERMS (Street Names)

Unit I E.3.
Learning Activity E.3.

VOLATILE CHEMICALS AND THE HUMAN BODY

Effects on The Body

Depresses Central Nervous System causing slow-down of body functions

There is possible damage to:
Heart
Kidney
Liver
Bone marrow

Volatile chemicals are commonly inhaled.

Examples:

Gasoline
Glue
Aerosol sprays
Paint thinner

Effects on Behavior

Intoxication (person may laugh or cry)
Euphoria
Deep sleep
Death is possible

1. DRUG NAMES

2. EFFECTS ON BODY

3. EFFECTS ON BEHAVIOR

4. SLANG TERMS (Street Names)

Unit I G.2.

DRUG LEGISLATION CHART

(In Ohio courts the judge may suspend sentence and place on probation a drug dependent or potentially drug dependent person if he follows court directive for rehabilitation, except for cases where probation is specifically denied by law.)

NAME OF DRUG	FEDERAL LEGISLATION (Comprehensive Drug Abuse Prevention and Control Act of 1970, Effective October 27, 1970)	OHIO LEGISLATION (Revised Code as amended June 15, 1970, Effective September 16, 1970)
NARCOTICS: Opiates Opium Heroin Morphine	POSSESSION (Sec.404): First offense:up to 1 yr. & $5,000 Subsequent:up to 2 yrs. & $10,000 Narcotic Addict Rehabilitation Act,1966 Commitment, rather than imprisonment, is allowed	3719.09 POSSESSION OF OPIATES: First offense:2-15 yrs. & up to $10,000 Second offense:5-20 yrs. & up to $10,000 Subsequent:10-30 yrs. & up to $10,000
Cocaine	POSSESSION FOR SALE or Sale(Sec.401) First offense:up to 15 yrs. & $25,000, plus 3 yrs. of parole* Subsequent:up to 30 yrs. & $50,000, plus 6 yrs. probation* SALE TO MINOR (Sec.405) First offense:up to twice penalities & parole or regular first offense sale, penalties noted above Subsequent:up to three times penalties & parole of regular subsequent offense,penalties noted above	3719.16 POSSESSION of Cocaine First offense:2-5 yrs. & up to $10,000 Second offense:5-10 yrs. & up to $10,000 Subsequent:10-20 yrs. & up to $20,000 3719.16 POSSESSION for Sale First offense:10-12 yrs. Second offense:10-30 yrs. Subsequent:20-40 yrs. 3719.20(B): SALE- 20-40 yrs. SALE TO MINOR 3719.20(D):30 yrs. to life No probation on second offense
DANGEROUS DRUGS	POSSESSION without prescription (Sec.404) First offense:up to 1 yr.& $5,000 Subsequent:up to 2 yrs. & $10,000 SALE (Sec.401) First offense:up to 5 yrs. & $15,000 & parole term of 2 yrs.* Subsequent:up to 10 yrs. & $30,000 plus parole term of 4 yrs* SALE TO MINOR(Sec.405) First offense:twice regular first offense sale penalties Subsequent:three times regular subsequent offense penalties	4729.51(C): POSSESSION (without a prescription) or SALE First offense:up to 1 yr. & $1,000 Subsequent:1-10 yrs.& $1,000

DRUG LEGISLATION CHART
(continued)

NAME OF DRUG	FEDERAL LEGISLATION (Comprehensive Drug Abuse Prevention and Control Act of 1970, Effective October 27, 1970)	OHIO LEGISLATION (Revised Code as amended June 15, 1970, Effective September 16, 1970)
HALLUCINATORY DRUGS LSD Mescaline Psilocybin	Same as Dangerous Drugs	3719.41 POSSESSION - same as dangerous drugs 3719.42 and 3719.99(C) Manufacture or sale First offense:2-15 yrs.& up to $10,000 Second offense:5-20 yrs. & up to $10,000 Subsequent:10-30 yrs.
MARIJUANA	Same as Dangerous Drugs Distribution of small amounts for no remuneration may be treated the same as possession.	Same as Hallucinatory Drugs
ALCOHOL	Federal government controls manufacture and sale for tax purposes and interstate transport.	Purchase of above 3.2% alcohol by person 18-21: up to 6 months & $300 Purchase by person under 18: $50
TOBACCO	Federal controls similar to alcohol, primarily through taxation.	Sale to person under 18 yrs: up to 30 days & $100

*If parole is violated, original term of imprisonment shall be increased by the special parole terms, with no credit for time spent on special parole.

(In Federal courts, a first offender of controlled substance possession may be put on probation. If he fulfills the probation terms, the court may dismiss the proceedings against him and shall erase the case from all official public records.)

Unit I H.1.

JAN

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I probably had a happy, wonderful childhood. I was a normal kid. I played stickball. I loved to look at pigeons and everything. Then a girl brought five friends to my fifteenth birthday party. They were about my age, but they had boots on and Mexican blankets. They had little smirks on their faces and looked at me as though something was going to happen. I remember thinking I would like to be like that, able to impress people the way they were impressing me. After a while, I realized from the way they were acting they were getting 'high.' I asked the girl: 'Can you get me something?' she produced amphetamines. I took some and got high too.

"From then on, I saw a lot of those kids. It wasn't so much the drugs as it was wanting to be like them and part of the excitement they generated.

"On one level, I enjoyed getting high. It was groovy. But on another, I didn't. I knew I wasn't really facing up to things.

"When I was sixteen, LSD was big. I started on that and after a few months I was taking it two or three times a week. It became almost impossible to communicate with people. At one point I forgot my name. That really frightened me. Other times, everything in my mind that connected me to the world just seemed to melt -- I'd see a tire, and instead of associating it with a car, I'd see it as something completely unrelated, like a tuna fish sandwich. I couldn't understand what was going on around me.

"Suddenly, I had two very bad trips on acid. I decided I couldn't take any more. I knew I'd die. I couldn't even smoke pot; it was making me paranoid. For example, I thought everyone was laughing at me, even people blocks away on the street. Then just at the crucial time some friends came up to my apartment: 'Can we shoot some heroin here?' And they gave me some.

"Of course, heroin takes money. Lots of it. So I started forging checks 'by' my parents and stealing from them. This went on for five or six months. I don't know what would have happened to me if the girl who first got me high at my birthday party hadn't come back into my life. She'd stopped drugs as a result of going to an anti-addiction center, and she suggested to my parents I do the same. My family, of course, had been worried sick. Now they said, 'You go to this group, or we'll send you away to a mental institution.'

"Naturally, I went. But in my heart I planned to get high again as often as I could. At first the people there seemed crazy. One minute they'd say they loved me; the next, they'd yell and scream at me, trying to show me my dishonesty. I got angry of course, but after I'd let things out, I felt better. Eventually, after months, I began to get interested in things outside of drugs. After a while, I felt like my old self again and began enjoying life. My studying picked up, and I managed to get into college. Today I can definitely say I'm happy -- happy to be really close to people again. For one of the illusions of drug-taking is that it makes you close to people. In reality, it puts you farther away. That's the real tragedy.

MICHAEL

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"I was thirteen and in the eighth grade of parochial school when I decided to rebel. I didn't like the directions in which my mother was pushing me: 'Get a job and go to mass every Sunday. That's all you need to do.' Well, it didn't appeal to me. So I started hanging out with a group of kids who were expressing their rebellion by smoking pot. Soon I was, too, as well as taking anything else I could get my hands on. I liked drugs well enough, but I guess the real reason I took them was to be part of the group.

"By the time I was fifteen I was quite dependent on drugs, especially pills. This, in turn, seemed to rob me of any self-confidence I might have had. I was frightened of people, and it go so that I wouldn't go out of the house unless I was high.

"My parents were poor and couldn't give me an allowance, so I took to stealing to buy the drugs I wanted. I wasn't lucky and I kept getting caught. Each time I was picked up by the police, I was taken to the Youth House, but I was so young, I'd always get out in a couple of days. At last, I was caught forging a prescription and sent away for ten months - to Warwick School, a place for rehabilitating delinquents.

"There were no drugs there, and actually I liked it. I didn't want to come out. I knew I'd start using drugs again. While at Warwick, I came to realize that I needed something, something that would enable me to stand on my own. I certainly didn't feel like a man.

"When I got out, sure enough, I found myself in the same old bag -- I started using drugs and stealing to get them. My mother tried particularly hard to help me, but I just wouldn't cooperate. She took me to priests and psychologists, but they weren't of any help because I could never be honest with them.

"Inevitably, I was arrested again and sent to the House of Detention. This time the court put me on probation for three years. But I was arrested twice in the next few weeks. Finally, my probation officer officer hit the ceiling. 'Look,' he said, 'are you trying to destroy yourself?' Then he gave me an alternative: either go to the penitentiary for three years or go to a residential treatment center on Staten Island called Daytop Village.

"I went to Daytop, naturally. I told myself I'd go there for a couple of months and then cut out. But I stayed for almost three years. For the first time, I learned to face up to my problems. Since I got out -- about a year ago -- I've been completely clean of drugs. Now I'm in Chicago working to help others with the same problems.

"One of the reasons Daytop worked for me, of course, was that I was ready for it. You have to recognize the fact that you need help. I finally did."

WENDY

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"When I was sixteen, I started going around with a group of kids at Stamford High who were experimenting with drugs. I wanted to feel part of them, so I first took marijuana, then diet pills to help me do term papers. Then one day my friends had some LSD and said: 'Take some!' I was frightened of the idea, but I guess I was more afraid not to. I must have liked it because I took it again.

"I continued taking drugs through my junior and senior years and began to play the hippie-dropout kind of role. I wanted to go to college, but I didn't have the grades. Finally I applied to a school in New Hampshire that I knew was very 'progressive,' very drug oriented. They said they would take me if I went to summer school.

"I was eighteen and my family had given me a car. I was leading what I thought was a groovy existence. I got into college but made at least three trips a week back to Stamford, where I knew I could get high on whatever I wanted.

"I'd always thought of heroin as dirty, filthy, but when my hippie friends called it 'peace of mind,' it seemed downright innocent. Anyway, I mainlined it and loved it. At about the same time I married a junkie in Stamford. I had a $40 - a - week allowance from my family and was able to supply him with drugs; he didn't have to steal when I was around. At one point we both tried to stop drugs altogether but couldn't. Shortly afterward I had my first experience with an overdose. I tried to kill myself and was taken to the Greenwich Hospital. I'm tall but at that time weighed only a hundred pounds. I was frightened and prayed that when I got out of the hospital I'd stop using drugs.

"But by the day I was released, my husband had dropped completely out of sight. Almost immediately I met another guy and we both got high. By this time my money was gone and I took to stealing. Two weeks after getting out of the hospital, I was arrested for felony and taken to jail. I never thought this could happen to me. I just wanted to stay in jail and not face anyone. Nevertheless, my lawyer manager to have the felony charge reduced to a misdemeanor. I was released, put on probation and sent to a private hospital where I stayed for five months.

"When I finally got out, I still had no real friends, an overwhelming loneliness and not much hope of getting back into school. Within a month I was back on drugs. I soon got heavily strung out and was stealing again. Then one day I found myself about to walk into a strange house with a strange man because I was desperate. I suddenly saw myself for what I was -- and stopped.

"I had a tremendous row with my parents. They said I'd either have to change my ways or they would report me for violating my probation.

"But a few nights later my supply ran out. I stole the family car as well as some money and ran away. My parents came after me, and we had a showdown. I was taken to Newton State Hospital and put in a tiny, secluded room with only a mattress on the floor. It was hideous.

"At that point I was so desperate I was ready for Renaissance (an addict's self-help center). I asked my parents to contact them. They did so and I was sent to live at the agency's facility in Ellenville, New York.

"I started leveling with myself for the first time, and I stayed away from drugs.

"Eventually I transferred to the Renaissance community in New Rochelle, where I improved even more. I am still there, working with a group that pulls me down and tears me apart and puts me together again.

"It would be dishonest to say I never feel like getting high again. But I hope I never will."

SANDY

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"In grade school I had less self confidence than just about anybody in the world. I couldn't go up to people and talk to them; they had to come to me. And when they didn't -- and few did -- I'd tell myself I didn't need them anyway. It took me a long time to realize how much I needed people.

"When I was fifteen, a girl friend and I met a guy who suggested we turn on. I hated to admit to him that this was the first time for me. So I took my friend aside and asked her to turn me on. (I knew she had some pot.)

"From then on I continued to take drugs and make friends. In reality, I was just being used because I had some money and because my parents were away a lot and my house was available for pot parties

"For about two years I cut more and more classes. My grades got so bad that I stopped going to school and just hung around outside, waiting for my 'friends' to cut classes too. I became more and more disgusted with myself, but I didn't know how to get out of my rut. My mother confronted me once about drugs, but I assured her: 'No, I tried it once, but I didn't like it.'

"Meanwhile, my parents were divorced and my father went to live in New York City (we live in Westchester) with my two younger brothers. I would visit them weekends. One day my father said that he didn't like what had been happening to me and that I couldn't visit him again until I'd changed. I was deeply hurt because I loved my brothers and couldn't stand not seeing them. I suppose that threat was what really drove me to do something.

"A girl I'd known told me about an encounter group in nearby New Rochelle that was having a 'marathon' over the weekend -- you go for a couple of days without sleep and talk about yourself and one another. I didn't know whether to 'take a trip' or go to the marathon. Luckily, I settled for the marathon.

"There I opened up and, for the first time, actually found myself reaching out to others. In essence, I was asking to be loved for what I was, and it felt good. It was the turning point of my life.

"I continued to go to meetings. Only once did I lapse. The group had built up rapidly, and I suppose I felt I wasn't getting enough attention. I went out and got high. But I felt so bad afterward for violating the anti-pledge we all take that I left the project for a whole month. I felt so desperately lonely, however, that I finally went back. Eventually I graduated from the group and began working as a staff trainee, a position I now hold. I wanted to see others get the kind of help I was able to get."

Unit II A.1.

THE LAST FIFTEEN MINUTES IN THE LIFE OF A NINETEEN-YEAR-OLD DRUG ADDICT

The fact of drug usage among young people everywhere continues to surprise some, to annoy others. Everyone is concerned about it, even the young people themselves. Often they are quick to sense the dangers, often they listen to and respect what other users say and what professionals have discovered. Yet there remain drug users whose reports to their friends on their experiences are glowing, picture-perfect, beautiful, and their advice can too often be considered more useful that it should be. Here is some good advice from 19 year old C., who had a drug problem, knew it, and chose suicide to escape from it. The rightness or wrongness of his choice is truly not important here, but the fact that he did kill himself makes what he had to say a little more valuable to persons who might doubt him. He is talking to his parents, to his friends, to anyone who will listen. But most of all now he is talking to people who will hear; he is talking to you.

"Can't think, can't think, can't think, can't think. Well about all I have to say is, the reason I'm doing this, well, actually the real reason is that, uh, I don't know. Uh, I'll tell you one thing, Dave, anybody else that's listening, you can really get messed up, boy, on that stuff. You might hear it sooner or later Mom but I'm sorry, Dad, and Bill. I'm sorry that your little boy has turned into a LSD addict. That's bad news, it really is, I didn't think it was when I was first taking it but I've been getting pretty stoned lately and I just don't know what's real and what isn't real, I really don't. Uh, all I can say is I had to find out myself, a poor excuse I know, but I really shouldn't have taken any dope at all, any acid, or I shouldn't really have started off on grass either. The grass wasn't bad but the acid got to me. Some things arise in everyday living when you don't know what is real or really what's happening, and you're lost. I'll tell you one thing, when you take so much of that stuff you really don't know where you're at sometimes, don't know if your reasoning is correct, because I am no doctor, I really don't know if I'm nuts or what. I mean I don't think I am, but what I've heard, is that persons who thinks he's insane or screwed up or somethin' would never admit it to himself. That's what I've heard. Of course this factor lies close to the idea that I might be, that it's possible, it's really possible. I don't know myself, I wish I did, I could use some medical help, I mean, mental help, excuse me. But I don't really think that would change things. Not really. Uh, this stuff, I don't know, just don't know if you do the right things or the wrong things, it's hard to distinguish between right and wrong, it's hard to distinguish between real and unreal, and if you're actually going nuts or if it's just the drug, or what, and I've pondered many nights on this thought, I really don't, I really don't know, I really don't know what to say actually. Don't have much to say other than, uh, oh, I don't know I just don't feel like moving on . . . had enough problems on my own without taking LSD, to keep my mind bent I think well actually acid does, it intensifies everything to a great extent, that's probably what it did. I really don't know, I really don't. You think I'm kidding, but I really don't. Sometimes I'm not even sure what I'm saying but uh what can I say, yeah, acid might have intensified my feelings about myself and I'm screwed up enough without taking acid. It buried me more deeper in my hole than I was before I started trippin' out. I wished I could have came out once in a while all the way. I did poke my head out once in a while, I don't know, maybe my mind just was not ready to dig what my body has to offer. And I've lived with my physical condition for a while but I really can't cope with it. I lived with it but I can't cope with it. I don't know if this is right or wrong, if people ever do cope with it, I don't know, there's so many things I don't know, I'm not sure of, lots of things I can't face. It's kind of cowardly ideas, but that's what I've heard before, it's a cowardly idea, but my feelings are that all I want to do it, what I feel like at the time. If you're listening to this today when you get home. I don't know if I'm gonna leave it here or not, but don't try to do anything about it. Because by the time you hear this, I will have already been rolled off. So just take it in stride, and pull through with what I've had to say. I really don't want to elaborate much on subjects because I don't know if I'm going to be revealing that I'm nuts, or what, I really don't want anybody to think anymore than they have to about me. All's I know is I'm gonna be in one hell of a fix when I have to face the Big Man, I'm not saying that I have disrespect for the Big Man, I'm just sayin, Ham says in the Bible that he who kills himself will not be resurrected. Well, this is the big punishment that I am bestowing upon myself, not only physically but from what I've read, I'm gonna be suffering eternally for this. But actually I thought maybe I could possibly sit it out through this short life span, and maybe have enough courage to stay alive until something bestows upon me that I will die and I will go up to heaven, in one of the little kingdoms, anyway, and wait until the big day comes, and maybe I would have made a little bit better of myself than if I had just copped out and pulled the trigger. But life sometimes seems so long, to wait. All I'm actually doing is existing now, and I'm not trying to feel sorry for myself, but maybe to a psychological doctor, maybe I am, I don't know. I've thought it over many times and there is nothing to live for, I don't think there is, and I don't think anyone could convince me there is, not me, anyway. Now we're talking about individuality feelings. Wow, words twist up here. I can't hardly talk sometimes. Well I can actually sit here and jabber on and on about my troubles but I'm just not going to because I could, everybody has troubles you know, so I won't talk anymore about my problems. All I can say is, I'm gonna give no sentimental speech here, if you know what I mean, so I think I'll just close with the statement that this is C. speaking, I am signing off, thank you."

The voice is 19 year old C's shortly before he took his own life last month. His mother admitted she knew nothing of her son's problem. And she had her own answer for that.

"I just didn't think I had a kid that did that. I felt like my kids have been good kids. They've never caused me a lot of trouble. I've just really had my head in the sand, and I think this is the way with a lot of us parents. This is our problem."

Unit II A.2.

THE NATURE OF CHILD BEHAVIOR

Ralph H. Ojemann

Approaches to Behavior

For the purpose of this discussion we may distinguish two ways of thinking about behavior. On the one hand we may emphasize the overt aspects. We may consider the outward form of the behavior or the attitude of people toward it and we may attach some label to it. For example, if a child takes some article belonging to another we may think of this as a violation of property rights and as something that is detrimental to society and we may classify it as a case of stealing. But when we do so we have considered only the behavior as it looks from the outside.

On the other hand we may think of the behavior in more analytical and dynamic terms. We may ask why the child acted as he did. We may ask what motive lay behind the behavior and how it happened that the child used the particular method he did for satisfying his motive. Was it that he did not know the meaning of "property rights" as may be the case for a two-year-old? Or had he been discriminated against unreasonably and was he trying to build up a feeling of adequacy as may be the case for a nine-year old? Were there additional factors that lay behind the behavior?

In like manner we may consider cooperation, non-cooperation, lying, studying, taking turns or other behaviors.

Careful studies of a wide variety of such behavior patterns have shown that the causes may be quite complex. Two children may fight a great deal but in each case it may have developed in a different way. One child may fight in an attempt to overcome feelings of inferiority and to demonstrate his power. Another may fight because he hasn't learned other methods of getting responses from others. One child may cooperate in home and school activities since he feels that these activities are helpful to him and others. Another may be motivated by fear of the parent's wrath if he doesn't do so. On the other hand, a child may not apply himself to his studies because he doesn't feel much use to him in doing and he does not appreciate other ways of solving that problem. Another may not apply himself to avoid the unpleasantness he feels which arises from his considerable difficulty in reading.

For each form of behavior there may be an extensive variety of different conditions that may produce it. In this sense the causes of a given form of behavior may be quite numerous. We cannot tell merely by looking at the child and the behavior which of several causes may be operating. Furthermore causes may vary from one instance to another in the same child. Or from child to child. The same motivation may be expressed in different behavior patterns in different children, and the same behavior may be the result of different motives.

Recognizing Causes Is Fundamental

Since there may be many quite different ways in which a given form of behavior is produced it follows that if we wish to understand it or react to it we will have to know what the factors are in each particular case. Our interpretation of it and our reaction to it will be influenced by our awareness of the factors giving rise to it. We can illustrate this by an example.

A five-year-old came into the kitchen where her mother was working and begged for some candy. It was about 5:00 p.m. The mother reminded her that it would soon be time for dinner but this did not satisfy the child. She begged more vigorously pulling at the mother's skirt. The mother could now proceed in one of two ways. If she thought only of the behavior she might reason that since it is almost dinner time it wouldn't be a good idea for the child to eat candy but that the candy could be offered after the meal. She could remind the child of this and then suggest that she go out and continue her play until dinner time. She might even indicate to her that preparations for dinner are already underway. This would seem a very reasonable approach if we look at the behavior on the surface.

On the other hand the mother could proceed by taking the attitude that there may be many factors that produce this kind of behavior. It may be the child is really hungry but there are other possibilities too. Then instead of jumping to the conclusion that the child is hungry after reminding her that dinner will soon be ready, she could attempt by a skillful use of questions and conversation to get some picture of what the motivations may be.

In this case the parent proceeded in the second way with some very interesting results. For example, when the child asked her for the candy she asked her what she would do with it. The child instead of saying "Eat it" as we might expect if we are not too sensitive to the variety of factors that may underlie this behavior, the child said, "Take it outside." This gave the mother the lead to the next question, "And what are you going to do with it outside?" "Show it to the other children," came the reply.

Further questioning and conversation brought out the fact that in the minutes preceding the event, one of the children in the neighborhood came home from a birthday party where he had obtained some candy as one of the favors. This child was considerably older than the little five-year-old, as were most of the children in this particular neighborhood group. The child had given a piece to all of the other children except this particular five-year-old. In other words, there was good reason to believe that the child felt discriminated against, that she happened to recall that her mother had some candy in the cupboard, that she attempted to solve the problem by asking her mother for a piece and then taking it outside and showing it to the other children and thus once more have a place in the group. We can easily see how our appreciation of the behavior was extended as we learned more about the factors that lay back of it.

Seeking to understand the causes of behavior is basic to intelligent reaction to it. This procedure, however, is often overlooked. In connection with certain routine problems, for example, it is often suggested that they be ignored. It is quite clear however, that such a behavior as refusing food, for example, if it is the result of the child's attempt to overcome a feeling of frustration or inadequacy cannot be dealt with logically by ignoring it. Similarly in the case of the child who constantly fights with another. If the fighting arises because the child hasn't learned other methods of getting a response from others and if we are interested in developing a child who can engage in mutually satisfying play with others we would help him learn how to take part adequately in group play. On the other hand if the fighting arises from the child's feeling of inferiority we would examine his home and school experiences to see what may be causing this feeling of inadequacy. If we are interested in changing the behavior we would seek to change those experiences to make available more opportunities for developing a feeling of achievement.

Knowing the Causes of Desirable Behavior is Helpful

A knowledge of some of the probable causes of behavior helps us to understand not only the so-called "undesirable" forms but also the so-called "desirable" forms. An appreciation of the motivations helps us to get a clearer picture of the real nature of the action. Take, for example, such a pattern as cooperation. Under ordinary conditions we usually assume that cooperation is desirable and we extend our approval of various cooperative actions by the chi that the cooperation of the child may be motivated by a real apprecia ful and at other times the child may cooperate because he is afraid c parent we see at once that there is a distinct difference between the the child is cooperating because of fear of punishment from the paren to continue to cooperate when the punishment is withdrawn. The kir vated by a genuine appreciation of the consequences and effects of s nature. It will tend to continue even though the teacher or other adul

Thus we see that in the so-called desirable forms of behavio we have a richer understanding of the real nature of behavior and we probable effect if we know some of the underlying factors.

A Plan for Organizing Thinking About the Causes

When we examine the way in which different behavior patterr the findings we find that the problem is a complex one. The complex Suppose we consider a child who has cut some expensive cloth with further that we have made a thorough study of the behavior and we fi little or no conception of the differences in value of the cloth and th she could have used instead. Such a study would take some time to there would be many possible causes we would have to consider.

But let us suppose we have considered many different ways i come about and have uncovered the immature conception of monetary volved. If our study of the child was carefully done the immature co by well-defined repeatable measuring operations.

If, however, the child under consideration is a six-year-old it happened that she had such an immature conception of the value c past experiences of the child to find an answer to this question. It r the fact that ideas of value do not develop of their own accord but c may be that the experiences they provided were too limited in charac

of various cooperative actions by the child. When we realize however
hild may be motivated by a real appreciation that such behavior is help-
ild may cooperate because he is afraid of punishment by the teacher or
here is a distinct difference between these two forms of cooperation. If
ause of fear of punishment from the parent or teacher he is quite likely not
en the punishment is withdrawn. The kind of cooperation which is moti-
tion of the consequences and effects of such behavior is of quite a different
nue even though the teacher or other adult is withdrawn from the situation.

the so-called desirable forms of behavior as well as in the undesirable forms
ing of the real nature of behavior and we can judge more effectively its
some of the underlying factors.

or Organizing Thinking About the Causes of Behavior

e way in which different behavior patterns are produced and try to organize
e problem is a complex one. The complexity may be illustrated by an example.
d who has cut some expensive cloth with her new gift of a scissors. Suppose
thorough study of the behavior and we find among other things the child had
e differences in value of the cloth and the scraps in the sewing basket which
d. Such a study would take some time to make, as we shall see later on, for
le causes we would have to consider.

ve have considered many different ways in which this behavior may have
ered the immature conception of monetary values as one of the factors in-
child was carefully done the immature concept would have been detected
measuring operations.

ild under consideration is a six-year-old we immediately begin to wonder how
ch an immature conception of the value of objects. We would examine the
ld to find an answer to this question. It may be that the parents overlooked
do not develop of their own accord but come from the child's experiences. It
s they provided were too limited in character. There are many possibilities.

In other words, when we think of the causes of behavior
conditions in the individual, (2) the situation that immediately
may think of the past experiences that brought the conditions a
plan for thinking about the causes of behavior that will take mo

It seems that we can do this by developing an equation
immediate antecedents of an act to the resulting behavior and t
used in framing the questions we want answered when we are tr
given pattern.

A Behavior Equation

An analysis of a wide variety of behavior patterns sugge
be considered into three large groups:

(1) The first group consists of the motivating forces the
are: (a) the feeling or drive we call hunger, (b) the desire for s
activity after we have been sitting for some time, (d) the desire

The goal the person is trying to reach may be of a consc
feels hungry and tries to satisfy this feeling by securing food.
unconscious to the individual and may be very difficult to ident
loss of worth and satisfies this feeling by bullying. The forces
person and at different times in the same person.

(2) The second group of factors includes the available p
which the organism has at the moment for satisfying the motivat
skills, ideas, attitudes, the available physical energy and sim
help the organism achieve its goal. They represent the organiza
at the time the motivational force is passing into action. The s
appear to be comparable to what Hull has called "habit systems

We can illustrate the concept of resources by a simple
to go to bed when it is time. He may object vocally and physica
Suppose a careful study of the child and the situation shows th

en we think of the causes of behavior we may think of: (1) the factors or
l, (2) the situation that immediately preceded the behavior, and (3) we
riences that brought the conditions about. We will have to develop a
causes of behavior that will take most of these aspects into account.

n do this by developing an equation which expresses the relation of the
an act to the resulting behavior and then showing how the equation can be
ns we want answered when we are trying to understand the causes of a

A Behavior Equation

de variety of behavior patterns suggests that we may group the factors to
rge groups:

consists of the motivating forces the person is trying to satisfy. Examples
we call hunger, (b) the desire for sex expression, (c) the demand for
sitting for some time, (d) the desire for self-respect or self-worth.

is trying to reach may be of a conscious character such as when a person
atisfy this feeling by securing food. Sometimes these forces are relatively
ual and may be very difficult to identify such as when a person feels the
this feeling by bullying. The forces may vary in strength from person to
es in the same person.

p of factors includes the available psychological and physiological resources
the moment for satisfying the motivating forces. These resources consist of
he available physical energy and similar items which are called into play to
its goal. They represent the organization of the nervous and muscular systems
l force is passing into action. The skills, ideas and instrumental attitudes
what Hull has called "habit systems."

he concept of resources by a simple example. Suppose a one-year-old refuses
e. He may object vocally and physically. He may cry if the parent insists.
the child and the situation shows that on this particular day the activity of

the child was restricted and that there are several other indications that
tired. Very probably he has not yet learned to identify that feeling and to
that is convincing to the parent. Hence he does not tell the parent directl
methods of delaying going to bed - methods that are within the range of h
learned to identify the problems and how to express himself verbally then

(3) The third type of factors may be designated as the "nature of t
The behavior always takes place in surroundings and often may involve s
For example, in the case of the child who took another's play material, t
he could grasp it. If it had not been accessible the child's behavior woul
been able to see it but not reach it he may not have taken it directly but

Whether or not we include the third factor in our list depends som
child's behavior. In the above case if instead of describing it as picking
out his hand, curled his fingers and then moved his hand toward the body
part of the surroundings that was involved. But usually instead of such a
picked up the block. In other words, we include some part of the immedia

The summary of all these observations in the form of a simple "be
as follows:

Motivating Force + Resources + Immediate Physical Setting

If we wish to abbreviate it we may write Mf + R + IPS = Behavior.
are to be read "interacting with." They are not the additive signs of arith
signs in an equation of dynamic relationships, such as we have for exam
is interaction of the various factors in the equation.)

This equation is a kind of summary of a large number of observati
should be possible to verify the many different relationships that may be
ceed to use it, therefore, we want to inquire if these relationships have
they have, then the equation will be a useful summary. If not, we shall

One of the deductions which can be made from the equation is tha
the behavior of a person if only one of the three groups of factors on the
known. The equation says in effect that behavior is a combination of thre
sion such as A + B + C = D, in which A and B and C can vary more or les
it is not possible to determine the value of D from A or B or C taken sepa

nd that there are several other indications that very probably the child is not
s not yet learned to identify that feeling and to express it verbally in a way
arent. Hence he does not tell the parent directly how he feels but uses other
to bed - methods that are within the range of his abilities. After he has
blems and how to express himself verbally then he may try that method first.

of factors may be designated as the "nature of the immediate physical setting."
s place in surroundings and often may involve some part of the surroundings.
of the child who took another's play material, the material was accessible so
d not been accessible the child's behavior would have been different. If he had
t reach it he may not have taken it directly but worked out an indirect method.

include the third factor in our list depends somewhat on how we describe the
bove case if instead of describing it as picking up a block we say he reached
ingers and then moved his hand toward the body, we have not specified any
hat was involved. But usually instead of such a description we say the child
ther words, we include some part of the immediate physical setting.

l these observations in the form of a simple "behavior equation" may be written

Force + Resources + Immediate Physical Setting = Behavior

eviate it we may write Mf + R + IPS = Behavior. (In this equation the plus signs
g with." They are not the additive signs of arithmetic. They are like the plus
ynamic relationships, such as we have for example in a chemical equation. There
us factors in the equation.)

kind of summary of a large number of observations. If it is a helpful summary it
ify the many different relationships that may be deduced from it. Before we pro-
we want to inquire if these relationships have been verified experimentally. If
tion will be a useful summary. If not, we shall have to develop another plan.

ions which can be made from the equation is that it should be difficult to predict
if only one of the three groups of factors on the left hand side of the equation is
s in effect that behavior is a combination of three factors. If we write an expres-
D, in which A and B and C can vary more or less independently it is clear that
rmine the value of D from A or B or C taken separately. We must know all three.

There is abundant experimental evidence that we cannot predict the be
know only one factor. Typical examples of studies demonstrating this include

(a) In investigations of factors associated with delinquent behavior a variety
studied but no one factor has been so outstanding that any one has propose
of delinquency. Factors studies include: chronological age, mental age, a
language ability, emotional stability, interest, wants, physical handicaps
status of the environment at the moment and many others. Although some o
a somewhat positive correlation with delinquency such as socio-economic
nevertheless the correlations are so low that there are numerous exception
example, many individuals who live under impoverished community conditi
become delinquents and conversely there is a significant number of delinqu
the upper socio-economic strata. Obviously, an attempt to predict delinqu
culture from socio-economic status alone is not possible. The same is tru
mental age, physical handicaps, interests, and the like.

(b) Studies of only children have provided some interesting data supporting the
prediction using one factor is hazardous. The early studies of maladjustme
ported a relatively high proportion of only children among the maladjusted.
grew that only children would show anit-social conduct and otherwise show
development. This stimulated a number of studies comparing only and non-
The results of later studies have indicated that not all only children will s
social or academic development, or such traits as sadness, nervousness a
attributed to them. If all that we know about a child is the fact that he is a
studies suggest that we cannot predict from that fact alone what his behav

There are many other studies indicating that it is not possible to make
an individual's behavior if we know but one factor. And in this sense experim
deduction we have made from the behavior equation; namely, that several fact
effective prediction is to be made.

Another implication of the behavior equation is that it should be diffic
behavior without a knowledge of the factors that underly it. Another way of sa
combinations of members of the left-hand side of the equation would bring abo
right-hand side. If we may continue here the parallel of a simple algebraic e

perimental evidence that we cannot predict the behavior of a person if we al examples of studies demonstrating this include the following:

rs associated with delinquent behavior a variety of items has been has been so outstanding that any one has proposed it as a predictor tudies include: chronological age, mental age, academic ability, al stability, interest, wants, physical handicaps, socio-economic at the moment and many others. Although some of these factors show elation with delinquency such as socio-economic status, for example, ons are so low that there are numerous exceptions. There are, for s who live under impoverished community conditions who do not onversely there is a significant number of delinquents who come from strata. Obviously, an attempt to predict delinquency in a given mic status alone is not possible. The same is true for attitudes, dicaps, interests, and the like.

ave provided some interesting data supporting the general idea that r is hazardous. The early studies of maladjustment in children re- roportion of only children among the maladjusted. The assumption ould show anit-social conduct and otherwise show inferior social ated a number of studies comparing only and non-only children. s have indicated that not all only children will show inferior pment, or such traits as sadness, nervousness and the like usually hat we know about a child is the fact that he is an only child these annot predict from that fact alone what his behavior will be.

studies indicating that it is not possible to make effective predictions of e know but one factor. And in this sense experimental studies support the the behavior equation; namely, that several factors must be combined if made.

f the behavior equation is that it should be difficult to interpret a bit of e of the factors that underly it. Another way of saying this is that different the left-hand side of the equation would bring about the same result on the continue here the parallel of a simple algebraic equation, $A + B + C = D$,

we may say that it is not possible to indicate the relative contributio
and clinical study. Clinical analysis of aggressive behavior, for exa
aggressive behavior in one case may be motivated by a desire to buil
may be nothing more than the evidence of a great deal of energy or su
logical resources which is respected by the group. Obviously, the tw
are quite different. Counselors have found it useful to distinguish bet
and such distinctions are crucial in determining the type of treatment

Analyses of other forms of behavior have yielded essentially t
different combinations of motives and resources that may underlie ste
school. To be sure the uncritical observer often assumes that if a chi
child's "fault." No student of human behavior, however, who has ma
of tardiness would make the assumption. Many cases have been unc
in which tardiness was the result of inefficient management at home c
may have disapproved but which he was powerless to overcome.

The equation seems to stand the test of the second deduction;
mere observation of the overt behavior what combination of factors or

There is a third relationship which the equation implies. If th
the factors on the left-hand side and the results on the right-hand sid
the right-hand side by manipulating factors on the left-hand side. Ca
side alter the resulting behavior? This deduction again has been veri

One type of experimental evidence is furnished by stidies by
submissive behavior. Some years ago Jack in a study of ascendant be
at the hypothesis that one of the major differences between ascendan
of confidence which the child has in himself. The difference betwee
did not seem to lie in the child's desire to participate in the group bu
namely, his attitude toward himself - his lack of self-confidence. Ja
designed to build up the child's self-confidence. Submissive childre

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* Jack, L.M. An Experimental Study of Ascendant Behavior in Prescho
Studies, Child Welfare Research Station, 9 (3): 17-65, 1934.

sible to indicate the relative contribution of A, B, or C by observation
analysis of aggressive behavior, for example, have indicated that
se may be motivated by a desire to build up status; in another case it
evidence of a great deal of energy or superior physiological or psycho-
spected by the group. Obviously, the two types of aggressive behavior
rs have found it useful to distinguish between several types of behavior
cial in determining the type of treatment that may be applied.

ns of behavior have yielded essentially the same results. There are many
ives and resources that may underlie stealing or lying or coming late to
ical observer often assumes that if a child comes late to school it is the
f human behavior, however, who has made a careful analysis of the causes
ssumption. Many cases have been uncovered by the understanding teachers
sult of inefficient management at home or other conditions which the child
ich he was powerless to overcome.

stand the test of the second deduction; namely, that we cannot tell from
behavior what combination of factors or causes underlie it.

onship which the equation implies. If there is a dynamic relation between
ide and the results on the right-hand side we should get some changes on
lating factors on the left-hand side. Can we, by changing the left-hand
ior? This deduction again has been verified experimentally.

ntal evidence is furnished by stidies by Jack* and others on ascendant and
ears ago Jack in a study of ascendant behavior of preschool children arrived
the major differences between ascendant and submissive children is the lack
has in himself. The difference between ascendant and submissive children
ld's desire to participate in the group but rather in the resources of the child,
imself - his lack of self-confidence. Jack devised a set of experiences
's self-confidence. Submissive children were subjected to this training

l Study of Ascendant Behavior in Preschool Children, University of Iowa
re Research Station, 9 (3): 17-65, 1934.

program. Comparisons of initial and final tests together with similar comparisons in a control group indicated that the submissive children had made significant changes in their behavior in the direction of ascendance. These findings of Jack have been verified in subsequent studies. Modifications of other behavior patterns have also been reported.

The equation helps us to develop a general plan for studying a child's behavior. When we are confronted with a form of behavior we would ask two questions: (1) What is the child trying to accomplish by his behavior - what motivating force is he trying to satisfy - what goal is he trying to reach? (2) How did it happen that he used the particular method he did, that is, what ideas, skills, etc., did he use and how did it happen he used these rather than others?

When we see a pattern of behavior in a child before we would try to interpret it or judge it we would ask ourselves these two questions. How we can develop answers to these questions we shall discuss later.

Unit II A.2.

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THE CAUSES AND CONSEQUENCES OF BEHAVIO

Ralph H. Ojemann
Preventive Psychiatry Research Program
State University of Iowa
Iowa City, Iowa

(In this article . . . Dr. Ojemann contends that insight into the causes a
can make a basic contribution to the problem of controlling and preventin
of socially responsible behavior. Readers will find his exposition of thi
thoughtful.)

A careful study of the problem of delinquency and the developmen
suggests that a sensitivity to the causes and consequences of behavior i
of this area and to the planning of programs for dealing with the problem.

There is some evidence that learning about the causes and conse
adults in their relationships with children (8) and helps children to deal
in less anti-democratic ways (1) with less anxiety and more security (2)
havior (1). It thus appears that insight into, and appreciation of, the dy
helpful to adults who have set up the societal rules and who are adminis
that such understanding and appreciation tend to be helpful to the youth
may be illustrated by an example.

Role of Understanding

Suppose a child has been ridiculed by his peers for the clothes h
materials he possesses. Suppose he steals some money so that he can
materials. If the parents, teachers, or the community proceed to deal w

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THE CAUSES AND CONSEQUENCES OF BEHAVIOR

Ralph H. Ojemann
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State University of Iowa
Iowa City, Iowa

r. Ojemann contends that insight into the causes and consequences of behavior
ribution to the problem of controlling and preventing delinquency and the growth
behavior. Readers will find his exposition of this thesis both stimulating and

of the problem of delinquency and the development of social responsibility
ivity to the causes and consequences of behavior is basic to an understanding
planning of programs for dealing with the problem.

evidence that learning about the causes and consequences of behavior helps
ships with children (8) and helps children to deal with their social environment
c ways (1) with less anxiety and more security (2) and with more responsible be-
ears that insight into, and appreciation of, the dynamics of behavior tend to be
ave set up the societal rules and who are administering them. It also appears
g and appreciation tend to be helpful to the youth themselves. These points
n example.

Role of Understanding

d has been ridiculed by his peers for the clothes he wears or the limited play
s. Suppose he steals some money so that he can buy better clothes or more play
nts, teachers, or the community proceed to deal with this problem by administering

fines and other punishments, and if this is all they do, they will make the pr
respect of his associates more difficult for the child. After the fines have be
ments administered, the basic problem of gaining the respect of peers not onl
very probably has been intensified. The child may have lost "more face" wit

On the other hand, if the adults are aware of the problem the child is
be more apparent to them that the stealing behavior is an immature attempt on
overcome a real difficulty. They will not quarrel with the problem the child is
want the child to have a measure of self-respect among his peers. The diffic
the child is using.

If the adults recognize this fact, they can help the child understand th
that is plaguing him, help him consider several methods for solving it, exami
as to its probable consequences, and then help him select the method that giv
solving the problem. Thus they are helping him to solve the basic problem th
delinquency. They are not excusing his behavior. They are helping him to un
it and to learn methods of dealing with it which have constructive consequenc

In this example, it can be seen that awareness and recognition of the
of behavior point the way to developing a method of dealing with the problem.

Many more examples could be cited to show how an insight into the ca
of behavior on the part of both adult and youth is basic to the problem of over
developing responsible social behavior. The question is, how can such insig

What Insight Involves

In answering this question, it will be helpful to examine in more detai
and consequences of behavior involves. We can do this by taking another exa

Suppose in a school or community two gangs are fighting to the point o
would an approach of insight into causes and consequences involve? As a fir
the rival gangs may have to be separated to prevent further harm. It may be n

ishments, and if this is all they do, they will make the problem of gaining the ciates more difficult for the child. After the fines have been paid and the punish- , the basic problem of gaining the respect of peers not only is still present but een intensified. The child may have lost "more face" with his group.

r hand, if the adults are aware of the problem the child is trying to solve, it will them that the stealing behavior is an immature attempt on the part of the child to ficulty. They will not quarrel with the problem the child is trying to solve. They ave a measure of self-respect among his peers. The difficulty is with the method

s recognize this fact, they can help the child understand the nature of the problem n, help him consider several methods for solving it, examine each method in turn onsequences, and then help him select the method that gives the best chance of . Thus they are helping him to solve the basic problem that gave rise to the are not excusing his behavior. They are helping him to understand the causes of ods of dealing with it which have constructive consequences.

nple, it can be seen that awareness and recognition of the causes and consequences e way to developing a method of dealing with the problem.

examples could be cited to show how an insight into the causes and consequences part of both adult and youth is basic to the problem of overcoming delinquency and ible social behavior. The question is, how can such insight be developed?

What Insight Involves

g this question, it will be helpful to examine in more detail what insight into causes of behavior involves. We can do this by taking another example.

a school or community two gangs are fighting to the point of inflicting injury. What of insight into causes and consequences involve? As a first step, the members of have to be separated to prevent further harm. It may be necessary to confine the

individual members to their homes or immediate neighborhoods. It may
leaders into custody. Such measures are necessary to bring the situati
would be looked upon as essentially "first-aid" measures.

A situation has developed in which something has to be done imm
harm. The first step is to administer such "first-aid" measures as are
under control. The attitude with which such measures are taken, howev
attitude that they are "first-aid" measures and that something more perm
not be taken in the spirit of seeking revenge or satisfying the adult's em

As soon as the situation is broght under control, a sensitivity to
would lead to the expectation that investigations would be undertaken t
of the difficulty. The persons responsible for dealing with the situation
workers, parents, teachers, citizens -- would be thinking what they ha
similar situations encountered in both their training and in their experie

There would run through their minds the idea that investigations
behavior have indicated that such combinations of factors as living in a
or in which there is arbitrary discrimination, and receiving no help in u
produce such behavior. They would also recall that such behavior may
suffering constant failure and receiving no help in learning to handle fa
meeting the demands of activity or rest, and parents and teachers not re
difficulty or its nature.

Previous studies and experiences with aggressive behavior will
as to what the causes might be -- in other words what factors to suspec
expected by all those attempting to deal with the problem that the neces
motion to study the individual and the situation to determine which of th
appears most probable (7).

Corrective Measures

After such an investigation has been made, the most probable hy
used as a guide in planning a program of experiences for producing a ch

omes or immediate neighborhoods. It may be necessary to take the
neasures are necessary to bring the situation under control. But they
entially "first-aid" measures.

oped in which something has to be done immediately to prevent further
minister such "first-aid" measures as are necessary to bring the situation
vith which such measures are taken, however, would be essentially the
aid" measures and that something more permanent will follow. They would
seeking revenge or satisfying the adult's emotional irritation.

ion is broght under control, a sensitivity to causes and consequences
n that investigations would be undertaken to find the most probable causes
is responsible for dealing with the situation -- policemen, judges, social
citizens -- would be thinking what they had learned from their study of
d in both their training and in their experience.

gh their minds the idea that investigations of aggressive and hostile
such combinations of factors as living in a home where one is not wanted,
discrimination, and receiving no help in understanding the problem, may
y would also recall that such behavior may arise from others factors --
d receiving no help in learning to handle failure, having difficulty in
ity or rest, and parents and teachers not realizing the existence of the

experiences with aggressive behavior will have provided many suggestions
be -- in other words what factors to suspect and to check out. It would be
ting to deal with the problem that the necessary machinery would be set in
l and the situation to determine which of the many combinations of causes

Corrective Measures

gation has been made, the most probable hypothesis as to cause would be
a program of experiences for producing a change.

We can illustrate these procedures by continuing the example of gan study of the particular situation suggested very strongly that the youth enga were having great difficulty in finding what they could do well, in learning opportunities for "self-respect producing" employment. Such a finding wou what can be done to provide more resources in the school by way of further and personal guidance and teaching. It also suggests the question as to wh more "real" jobs for the youth in the community. This may require the comb ment office, the Chamber of Commerce, the school, the Parent-Teacher Ass in the community.

A plan for dealing with the problem would be put into operation. The carefully observed as they appear. If the results indicate further analysis i effective program, such study would be undertaken. And all of this would b the plan for recognizing the causes and consequences of behavior.

Preventive Education

A sensitivity to causes and consequences of behavior, however, wo havior problems arise, they must be dealt with. But insight into the causes would also include procedures for preventing behavior disturbances. A che mine whether the adults who work with children in everyday situations -- pa workers, employers -- have a basic understanding of child behavior and are ance of the children. If such basic understanding is lacking, programs for developed.

There is some evidence (6,9) that the child can interact with his so tiveness if he, also, can develop some insight into the forces operating in words, if he can be taught some elementary Behavioral Science. Thus a co dealing with the problem of delinquency would include teaching the child, b elementary Behavioral Science, much as we now teach him elementary physi deal with the physical world, and continuing this into the adult level.

The teaching of causes and consequences of behavior to children an very common practice in western culture. It is more usual to expect young e these procedures by continuing the example of gang warfare. Suppose a ituation suggested very strongly that the youth engaged in the gang warfare ılty in finding what they could do well, in learning useful skills, in finding espect producing" employment. Such a finding would pose the question as to vide more resources in the school by way of further opportunities for vocational nd teaching. It also suggests the question as to what can be done to provide youth in the community. This may require the combined efforts of the employ- r of Commerce, the school, the Parent-Teacher Association, and the citizens

g with the problem would be put into operation. Then the results would be ey appear. If the results indicate further analysis is needed to develop an study would be undertaken. And all of this would be considered as part of the causes and consequences of behavior.

Preventive Education

causes and consequences of behavior, however, would imply more. When be- hey must be dealt with. But insight into the causes and consequences of behavior edures for preventing behavior disturbances. A check would be made to deter- who work with children in everyday situations -- parents, teachers, recreational ave a basic understanding of child behavior and are using it in their daily guid- such basic understanding is lacking, programs for cultivating it would be

vidence (6,9) that the child can interact with his social world with more effec- n develop some insight into the forces operating in human behavior--in other ght some elementary Behavioral Science. Thus a comprehensive plan for of delinquency would include teaching the child, beginning in the early years, cience, much as we now teach him elementary physical science to help him vorld, and continuing this into the adult level.

causes and consequences of behavior to children and youth is, as yet, not a western culture. It is more usual to expect young people to work out their

problems as best they can, instead of helping them learn basic methods o
more common to tell the young person what to do and exhort him to do the
him with the basic materials he needs to think his way through a situation

It is clear that the logical way to deal with a difficulty is to learn
nature and causes of the difficulty, learn to formulate various alternative
examining each in terms of the probable immediate and remote consequenc
probable causes and consequences provides the material that is needed to
situation.

Thus, insight of the causes and consequences of behavior provide
the widely varying situations that life presents. One of the basic problem
that may be at the root of much of our difficulty in meeting the problem of
tend to teach an arbitrary judgmental way of dealing with the difficulties i
(6), instead of the way of insight and appreciation of causes and conseque
a situation, he tends to deal with it as he has been taught -- in an arbitra
not expect him to make a decision which takes the long-range consequenc
unless we teach him and give him much practice in doing this.

The Process of Gaining Insight

How can we help ourselves, the adults, and our children to gain s
of the causes and consequences of behavior? It seems that the answer is
the answer we have given to the question of how we help our children gai
operate in the physical world. We have found it helpful to start the teach
earliest years. We have science units in nursery school, kindergarten, a
and secondary schools. Then we build on this foundation through adult o

In teaching behavioral science it seems we can follow a similar p
sequence of experiences beginning with the earliest years and continuing
to develop such a sequence have already been reported (5). It is not pos
in detail here -- how they can be started, what types of materials are use
effects of such endeavors have shown. Such details can be found in publ
teaching materials (4).

instead of helping them learn basic methods of dealing with them. It is
ng person what to do and exhort him to do the "right" thing than to provide
he needs to think his way through a situation to determine what to do.

ogical way to deal with a difficulty is to learn as much as we can about the
fficulty, learn to formulate various alternative ways of dealing with it, and
the probable immediate and remote consequences. A consideration of the
uences provides the material that is needed to think one's way through a

causes and consequences of behavior provides a method of dealing with
s that life presents. One of the basic problems of our culture -- and one
uch of our difficulty in meeting the problem of delinquency -- is that we
dgmental way of dealing with the difficulties in the social environment
nsight and appreciation of causes and consequences. When the child meets
l with it as he has been taught -- in an arbitrary judgmental way. We can-
ecision which takes the long-range consequences of behavior into account
ve him much practice in doing this.

The Process of Gaining Insight

rselves, the adults, and our children to gain such insight and appreciation
nces of behavior? It seems that the answer is similar in many respects to
o the question of how we help our children gain insight into the forces that
ld. We have found it helpful to start the teaching of physical science in the
cience units in nursery school, kindergarten, and throughout the elementary
en we build on this foundation through adult or continuing education.

ral science it seems we can follow a similar procedure. We can devise a
ginning with the earliest years and continuing throughout life. Some attempts
have already been reported (5). It is not possible to describe such programs
can be started, what types of materials are used, what investigations into the
ave shown. Such details can be found in published articles and available

There are, however, some important aspects of the process of ga
consequences of behavior that are important for this discussion. When
often use demonstrations. We set these up in the classroom, or we prov
We can introduce them or omit them about as we choose.

But in the teaching of behavioral science, the situation is differe
teacher interacts with the pupil in the daily situations occurring in the c
forms a demonstration from which the pupil learns. Because of the very
the teacher must perforce interact with the pupil. Thus he constantly de
havior.

If the approach is based on a sensitivity to the causes and conse
learns one thing. If the demonstration ignores the causes and conseque
form of an arbitrary judgmental approach, the pupil tends to learn the no
tendency for adults who have not extended their understanding of child b
non-causally. Thus, the daily demonstrations which such adults provid
in insight into the dynamics of behavior. Such demonstrations, on the c
to ignore causes and consequences.

Similarly, if the community reacts to delinquent behavior in arbit
vides a demonstration of a procedure that is not helpful to the child. Su
studies class taught the child that the logical way to deal with delinque
standing of it before deciding what to do. Suppose at the same time the
panion, who had committed some delinquent act, was being treated by th
the community without a careful study of the factors that produced the be
school would be largely nullified by the powerful demonstrations which th

Thus in helping children gain insight into the causes and consequ
to which the adults in the child's environment -- teachers, parents, com
practice the "understanding approach" to behavior becomes an important
child's learning.

, some important aspects of the process of gaining insight into causes and
that are important for this discussion. When we teach natural science, we
We set these up in the classroom, or we provide them through field trips.
mit them about as we choose.

of behavioral science, the situation is different. The way in which the
pupil in the daily situations occurring in the classroom and on the playground
which the pupil learns. Because of the very nature of the daily situations,
nteract with the pupil. Thus he constantly demonstrates an approach to be-

ased on a sensitivity to the causes and consequences of behavior, the pupil
monstration ignores the causes and consequences of behavior and takes the
ntal approach, the pupil tends to learn the non-causal method. There is a
ve not extended their understanding of child behavior to deal with children
aily demonstrations which such adults provide do not help the child to grow
s of behavior. Such demonstrations, on the contrary, tend to teach children
quences.

mmunity reacts to delinquent behavior in arbitrary judgmental ways, it pro-
procedure that is not helpful to the child. Suppose the school in the social
ild that the logical way to deal with delinquent behavior is to seek an under-
ing what to do. Suppose at the same time the child observed that his com-
some delinquent act, was being treated by the law-enforcing agencies of
areful study of the factors that produced the behavior. The teaching in
llified by the powerful demonstrations which the community provided.

ldren gain insight into the causes and consequences of behavior, the extent
child's environment -- teachers, parents, community citizens in general --
g approach" to behavior becomes an important factor or consideration in the

Curriculum Should Teach Insight

There is a second general point. Most of the material now in the sc
with human behavior is for the most part of the type that describes what peo
evidence (3) that present school experiences which include studying what pe
why they do what they do tend to foster the practice of considering the overt
behavior and making judgments on that basis, instead of considering causes
The child tends to learn that one knows a person and can make a judgment a
where he lives, what he does, what he looks like, instead of why he lives
he does what he does.

Thus the process of gaining insight into causes and consequences a
change in the content relating to human behavior which the child and adoles
It is not sufficient to know what people do, what customs they adopt, or wh
understand people is to gain insight into why they probably adopted or devel
followed and now follow, why they engage in the activities they do, what th
their lives means to them.

Gaining insight into causes and consequences of behavior means ent
which behavior develops and following it through to its immediate and remot
plausible hypothesis that the development of such insight in adults and yout
bution to the problem of controlling and preventing delinquency and the grow
behavior.

Curriculum Should Teach Insight

al point. Most of the material now in the school curriculum that deals nost part of the type that describes what people do. There is some l experiences which include studying what people do and not much of to foster the practice of considering the overt and outward aspect of on that basis, instead of considering causes and consequences. e knows a person and can make a judgment about him if he knows what he looks like, instead of why he lives where he lives, and why

ning insight into causes and consequences appears to require a basic o human behavior which the child and adolescent now study in school. t people do, what customs they adopt, or what they did in the past. To sight into why they probably adopted or developed the customs they hey engage in the activities they do, what the way in which they order

ises and consequences of behavior means entering into the process by llowing it through to its immediate and remote effects. It appears a evelopment of such insight in adults and youth can make a basic contri- lling and preventing delinquency and the growth of socially responsible

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Unit II B.1.

JUDGMENTAL VERSUS CAUSAL THINKING

1. Divide the behavioral situations below into two distinct groups. All those in one group have to be different in some way from the other group. (There is a way in which five of these situations are different from the other five.)

   a. You see a man stagger down the street and conclude that he is drunk.

   b. You hear a burglar alarm and see a man running down a street. Later you hear about a store being robbed. You think he is the robber.

   c. You have lost an expensive name-brand watch. Later you see someone you know wearing such a watch. You realize that although it looks like your watch, it may not be yours but belongs to that person.

   d. A woman is spanking a small child very hard in front of her house. You tell your friend that she must be a mean mother.

   e. A friend of yours received A's and B's in all her subjects but one. She received an F in Algebra. You tell your other friends that she has a poor teacher in Algebra.

   f. You see your married neighbor who is a well-respected lawyer dining in a fancy restaurant with a beautiful woman. You conclude that he is running around with other women.

   g. Jane got her first A on a science test. Although you realize she could have cheated, you also feel that there may be other reasons why she got the A on the test.

   h. A new kid at school who wears his hair long has struck up a friendship with the potential dropouts. You think that he also may be a poor student, but on the other hand he might be a good student.

i. Linda, whose parents are very strict, has never worn lipstick. One day she comes to school wearing lipstick. You conclude that she does this against her parents' wishes.

j. John, whose uncle is the eighth-grade basketball coach, is five feet, four inches tall. To the surprise of many, he made the team, while the taller boys were cut from the squad. You conclude that although he is short for a basketball player, he may have the skills to play successfully.

Unit III B.2.

Gotham Junior High School recently held an antismoking campaign which p
community personalities as speakers before an assembly of the student bo

a. The first speaker was a coach of the city's professional football team.
the students, "Take it from me kids, I've seen athletes who smoke and tr
athlete who doesn't smoke may try out for the same position, and do you
team? It's always the nonsmoker who gets the job. I've seen this happen
convinced that a nonsmoker has a much better chance of making the team
one who does smoke. I've been playing football and coaching for most of
the truth!" (Authority method)

b. The second speaker was a medical doctor who headed a team of researc
possible connection between cancer and cigarette smoking. His team rec
considered incriminating evidence against cigarettes.

He told the students, "Our research supports the findings of other leading
strong link between cigarette smoking and diseases such as cancer of the
(Scientific method)

c. The third speaker of the program was the mayor of the city. He gave a
in which he charged them as good citizens of their community and of their
ful to themselves.

He further elaborated, "I sometimes feel that this pressure upon youth to
riot, and to cop out is part of the Communist conspiracy to weaken our na
good, patriotic American should keep himself physically, mentally, and e
I believe smoking and democracy don't mix!" (Emotional method)

d. A businessman in the city of Gotham was the final speaker. He was w
make money, and through his shrewd business sense he had expanded his
a large, thriving business, operating stores in several malls. He was al
dealing with his employees and for his contributions to charity as well as
of Gotham. He had helped to establish a recreation center for the youth.

ol recently held an antismoking campaign which presented four notable
as speakers before an assembly of the student body.

a coach of the city's professional football team. About smoking he cautioned
rom me kids, I've seen athletes who smoke and try out for my team. Another
ke may try out for the same position, and do you know which one makes the
nsmoker who gets the job. I've seen this happen time after time, and I'm
ker has a much better chance of making the team and playing pro ball than
ve been playing football and coaching for most of my life, and I'm telling you
ethod)

as a medical doctor who headed a team of researchers investigating the
een cancer and cigarette smoking. His team recently discovered what they
evidence against cigarettes.

ur research supports the findings of other leading scientists, which show a
rette smoking and diseases such as cancer of the lung and heart disease."

he program was the mayor of the city. He gave a fiery talk to the students
n as good citizens of their community and of their country to do nothing harm-

I sometimes feel that this pressure upon youth to smoke, to take drugs, to
art of the Communist conspiracy to weaken our nation, and therefore, every
should keep himself physically, mentally, and emotionally fit. Therefore,
emocracy don't mix!" (Emotional method)

city of Gotham was the final speaker. He was well-known for his ability to
h his shrewd business sense he had expanded his small department store into
ss, operating stores in several malls. He was also known for his fairness in
ees and for his contributions to charity as well as for his interest in the youth
ed to establish a recreation center for the youth. His stress upon clean

living was well-known to all. His remarks were, "I find cigarette smo
habit. Employees who smoke have caused much damage to goods in my
had friends who, I believe, have shortened their lives through this har
scientist, but I believe I can say with a degree of accuracy that cigare
interest. I have long ago given up this habit and through exercise and
my smoking competitors and get a great deal more joy out of life. Won
because of who I am in this community, but because of the benefit of m
who have suffered from this harmful habit?" (Reasonable method)

l. His remarks were, "I find cigarette smoking an irritating and nauseating
e have caused much damage to goods in my business over the years. I've
have shortened their lives through this harmful habit. Now, I'm not a
n say with a degree of accuracy that cigarette smoking is not in one's best
iven up this habit and through exercise and dieting feel that I will outlive
get a great deal more joy out of life. Won't you follow my example -- not
community, but because of the benefit of my experience and that of others
harmful habit?" (Reasonable method)

Unit III D.1.c.

THE TEEN-AGE ENCOUNTER STORY

A 17-year-old started using drugs when he was 14, but has now stopped. Reared
in a middle-class home, he catapulted in through every imaginable drug experienc
his sixteenth birthday sensing that death was the only thrill untried. He then ent
nonprofit, privately-run organization that provides one of the nation's few treatme
programs for young drug users who have not become involved with heroin. Though
happy and 'together,' he has changed his views drastically. He is harsher on dr
than many experts, but has views on the nature of drug abuse that most of them w
began questioning his drug use, he recalls, when he was just short of 16:

"I was really deeply into drugs. I weigh 152 now, and I'm thin, but I weighed 99
father used to beat me constantly whenever he suspected I was on drugs. But I'd
bathroom and get high. I was dealing, but even that was going bad, because I w
drugs myself. One time I swallowed two whole spoons of speed, thinking 'maybe
will make me feel good.'

"It didn't, and I began to get really scared. It was fear that finally made me say
just plain fear. I was afraid of the physical effects I was now getting -- I seize
and the needle tracks in my arms always disgusted me. A fantasy about swallow
haunted me constantly. Also I knew that the guy who sold me my dealer's suppli
tions, carried a gun, and was reported to be a 'hitter' for that organization. All
hanging around with were slimy or perverts, and I was always afraid of them turn
a real fear because I had watched them, just for kicks, slipping cyanide into the
planning to sell.

"I had to get out of that scene. Before, I had thought that it would be great to di
death; now actually faced with it, I feared it. But getting into Encounter was not
keep calling them at scheduled times before they'll believe your commitment and
even the normal junky only two weeks to finally get in, but it took me two months
calls on time. Which goes to show, I guess, that I was just as hooked on my th
his. I have never gotten into heroin because of the image. It was too degrading

g drugs when he was 14, but has now stopped. Reared in New York City
e catapulted in through every imaginable drug experience and arrived at
ing that death was the only thrill untried. He then entered Encounter, a
ganization that provides one of the nation's few treatment and rehabilitation
ers who have not become involved with heroin. Though far from completely
nas changed his views drastically. He is harsher on drug experimenters
: views on the nature of drug abuse that most of them would agree with. He
use, he recalls, when he was just short of 16:

rugs. I weigh 152 now, and I'm thin, but I weighed 99 pounds then. My
stantly whenever he suspected I was on drugs. But I'd still run into the
vas dealing, but even that was going bad, because I was using all the
swallowed two whole spoons of speed, thinking 'maybe, just maybe, this

get really scared. It was fear that finally made me say forget the image;
id of the physical effects I was now getting -- I seized up on Meth once
y arms always disgusted me. A fantasy about swallowing my insides
lso I knew that the guy who sold me my dealer's supplies had Mafia connec-
was reported to be a 'hitter' for that organization. All the people I was
slimy or perverts, and I was always afraid of them turning on me. It was
watched them, just for kicks, slipping cyanide into the Meth they were

cene. Before, I had thought that it would be great to die a violent, climactic
with it, I feared it. But getting into Encounter was not easy. You have to
duled times before they'll believe your commitment and accept you. It takes
two weeks to finally get in, but it took me two months to make enough
s to show, I guess, that I was just as hooked on my thing as a junkie is on
nto heroin because of the image. It was too degrading.

"Yet even when I really was serious about turning to Encounter, I faced pro
school principal. By now I was failing virtually everything and was going
to be the big man. I told him I had been selling in school. He called in tw
were assistant superintendents. After I had told my story, they pulled out
said my testimony would be held against me. They offered me a deal! If I
of my suppliers, they would let me off. I couldn't do that because I knew
So I went to court.

"I got off on a plea of insanity, and with the assurance that I was headed f
could see that I was falling apart. I was killing myself. I had missed a lo
drugs and I was dependent on drugs.

"The thing about Encounter that appealed to me was the secrecy. I was upt
I had always thought I would get in trouble if I had brought out my drug prob
proved it. But Encounter was *different*.

"Encounter's motto was love -- giving it, getting it, feeling it. Everyone
you're in, you follow only two basic rules -- no chemicals and no physical
ever, no magic at Encounter. The problem is not drugs, it's people; so Enc
problems that drive kids to drugs. Encounter is hard work. You go there ev
groups with other kids who have been into drugs, and they cut right through
using. When you begin to be honest, they give you a lot of encouragement.
and group therapy and honesty and openness at Encounter enables you to se

"When you're high, you're not you, no matter how wonderful it seems; you'
person. That's what gets me angry now about the people who say they can
normally. They say they 'smoke intellectually,' that they're just using it s
think you're handling it. What if I took it away, what would you do then?'
'grass is my substitute for love.' What happens when you can't get any gra

"Anything, not just any chemical, can be a drug. Encounter can be a drug,
I'll soon have to leave, and not be allowed to come back for a certain stipu

ras serious about turning to Encounter, I faced problems. I went to my high
I was failing virtually everything and was going to school only to show off--
him I had been selling in school. He called in two people who, he told me,
idents. After I had told my story, they pulled out their police badges and
be held against me. They offered me a deal! If I would give them the names
ild let me off. I couldn't do that because I knew my contact would kill me.

sanity, and with the assurance that I was headed for Encounter. By then I
ng apart. I was killing myself. I had missed a lot of things. My life was
t on drugs.

er that appealed to me was the secrecy. I was uptight about being helped.
ould get in trouble if I had brought out my drug problem, and my principal
was different.

ove -- giving it, getting it, feeling it. Everyone needs it and so did I. Once
two basic rules -- no chemicals and no physical violence. There is, how-
ter. The problem is not drugs, it's people; so Encounter attacks the people's
to drugs. Encounter is hard work. You go there every day and participate in
no have been into drugs, and they cut right through your phony reasons for
o be honest, they give you a lot of encouragement. They type of self analysis
nesty and openness at Encounter enables you to see through the drug crutch.

e not you, no matter how wonderful it seems; you're a chemical, not a
me angry now about the people who say they can use it and still function
'smoke intellectually,' that they're just using it socially. I say, 'OK, you
What if I took it away, what would you do then?' Or the people who say
r love.' What happens when you can't get any grass?

hemical, can be a drug. Encounter can be a drug, or a crutch. That's why
and not be allowed to come back for a certain stipulated time. You can't

get too dependent on something that isn't you. Kids really put me d
on. I'm human, but I'm not going back.

"Encounter is even better than psychiatrists. Any kind of drug mere
be met. You can only be truly free of drugs. Now my turn ons are t
and self esteem it instills in me, off drugs. Some kids preach how
you're into the hip scene, it's easy to be a 'pig' there, too -- they
hang ups. That's why at Encounter when you first join you have to c
throw off your image. Then later you begin to earn certain privilege
clothes.

"And learning about myself, other people, and our problems is a tur
open up, and that, too, is a turn on. I now also feel plugged into
around me.

"After a couple of months I got a job in a rock band; we work regular
made up the year of high school that I blew and now I'm in my senio
same feelings about myself and my loneliness, but I really don't thi
as me anymore. That person is someone else."

Reprinted by permi
news magazine; C

something that isn't you. Kids really put me down sometimes for not turning
'm not going back.

etter than psychiatrists. Any kind of drug merely becomes a schedule that must
be truly free of drugs. Now my turn ons are this truer freedom and the pride
stills in me, off drugs. Some kids preach how free the 'hip' culture is. But if
ene, it's easy to be a 'pig' there, too -- they have their own conformities and
y at Encounter when you first join you have to cut your hair, dress straight and
Then later you begin to earn certain privileges such as longer hair or freakier

nyself, other people, and our problems is a turn on, too. Encounter gets you to
o, is a turn on. I now also feel plugged into what's happening in the world

nths I got a job in a rock band; we work regularly now at high school dances. I
igh school that I blew and now I'm in my senior year. I still have some of the
nyself and my loneliness, but I really don't think of that old drug-taking person
person is someone else."

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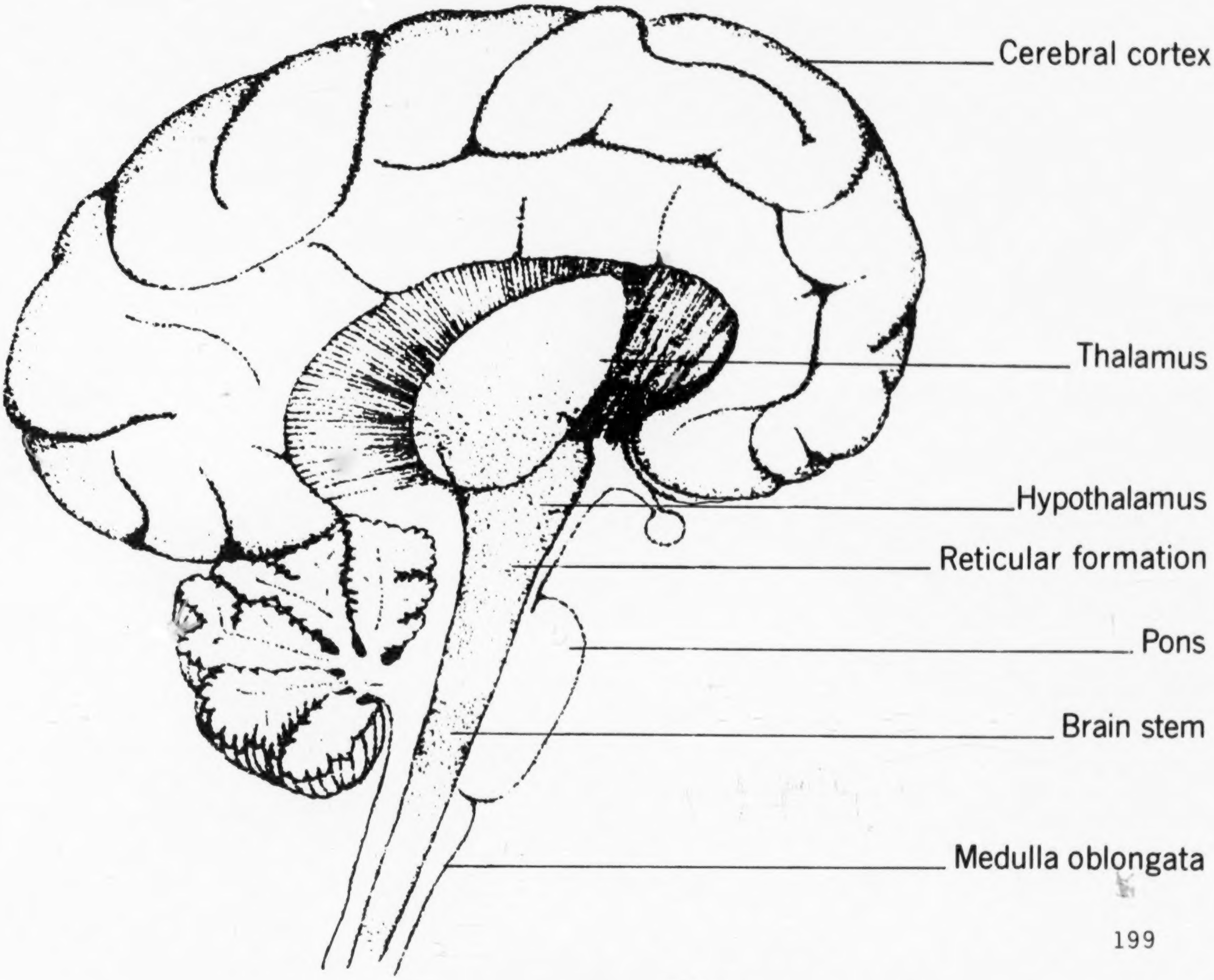
news magazine; Copyright TIME, Inc., 1970.

APPENDIX B

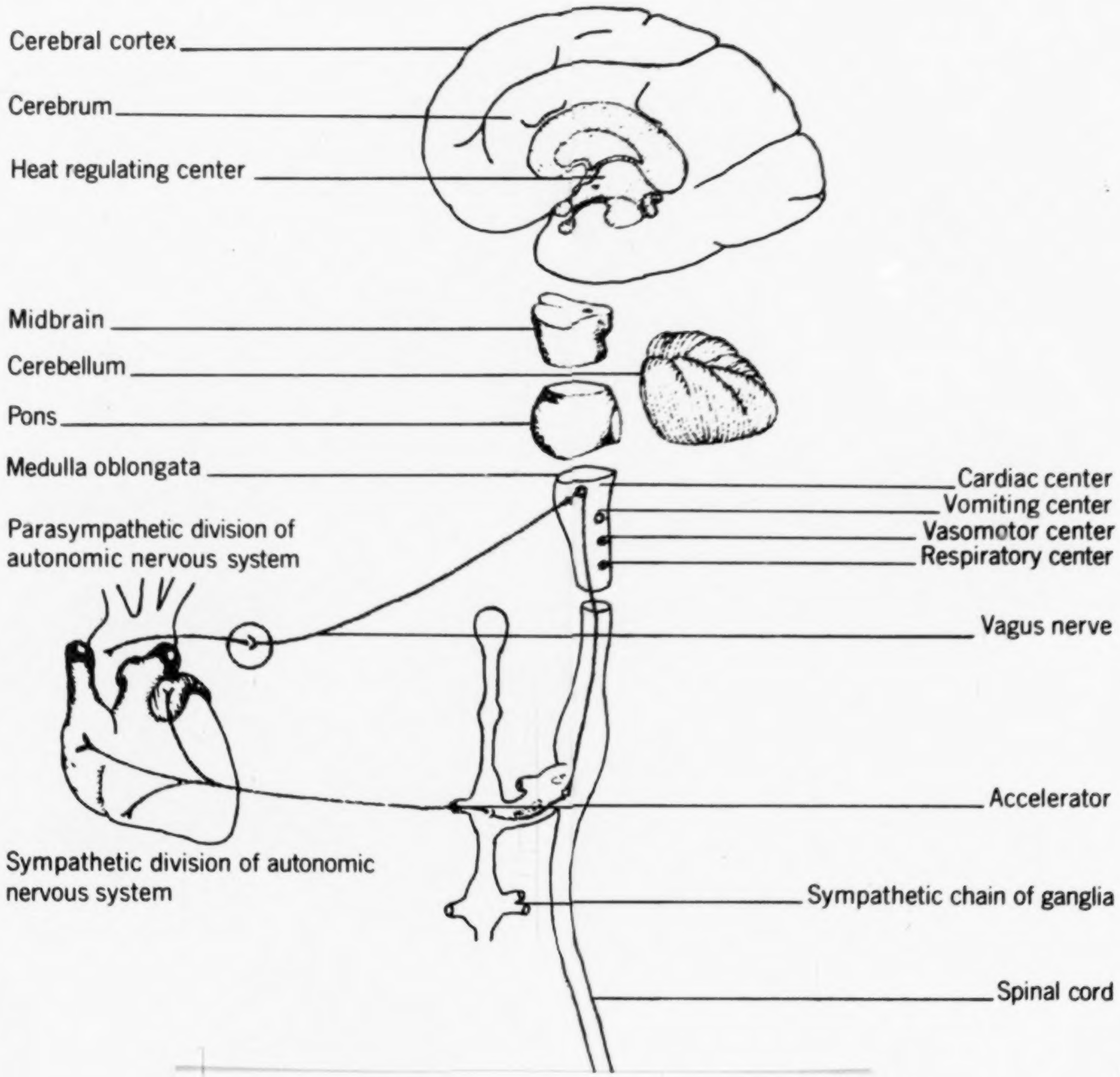
Transparency Masters

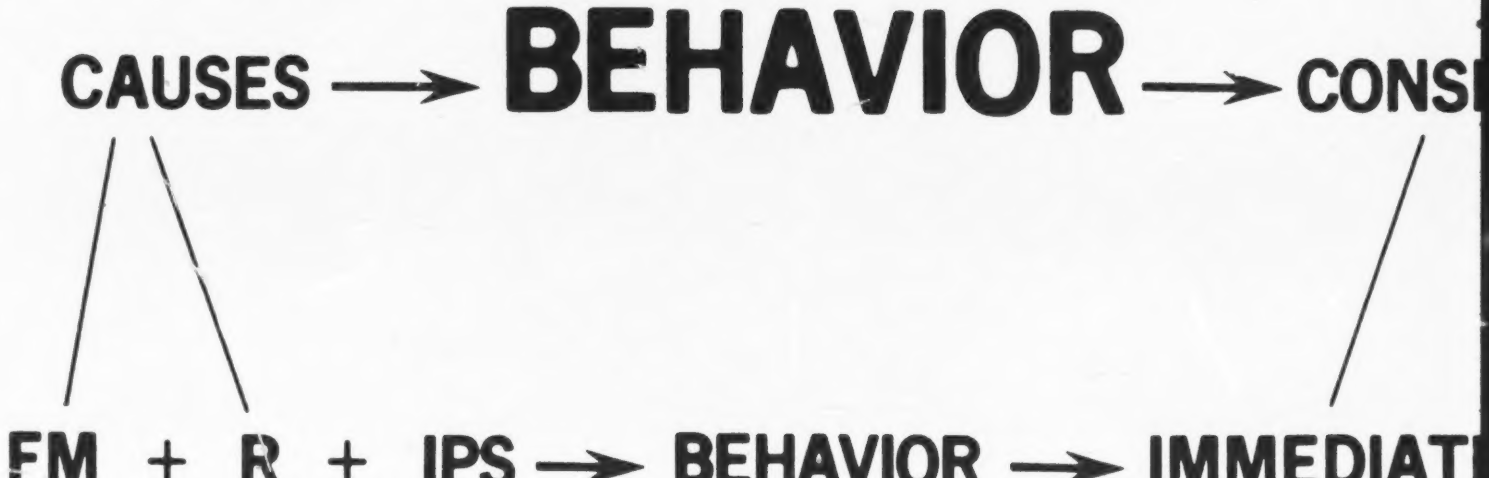
- The Brain and Stem
- Central Nervous System
- The Behavior Equation
- Maslow's Basic Needs Hierarchy

THE BRAIN AND STEM


Cerebral cortex
Thalamus
Hypothalamus
Reticular formation
Pons
Brain stem
Medulla oblongata

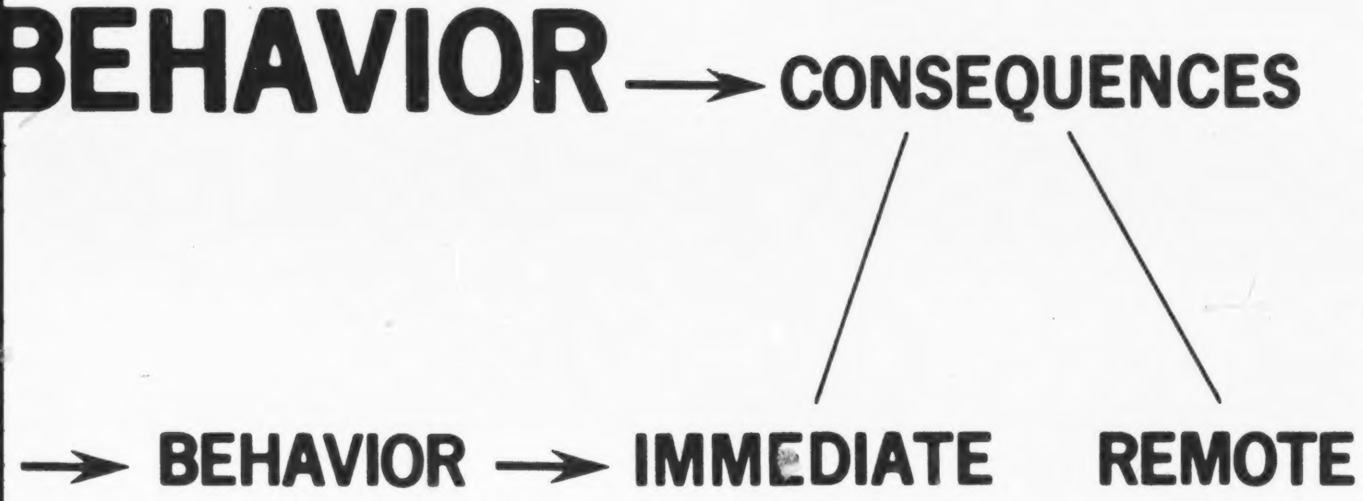
CENTRAL NERVOUS SYSTEM


Cerebral cortex
Cerebrum
Heat regulating center
Midbrain
Cerebellum
Pons
Medulla oblongata
Parasympathetic division of autonomic nervous system
Sympathetic division of autonomic nervous system
Cardiac center
Vomiting center
Vasomotor center
Respiratory center
Vagus nerve
Accelerator
Sympathetic chain of ganglia
Spinal cord



CAUSES → **BEHAVIOR** → CONS

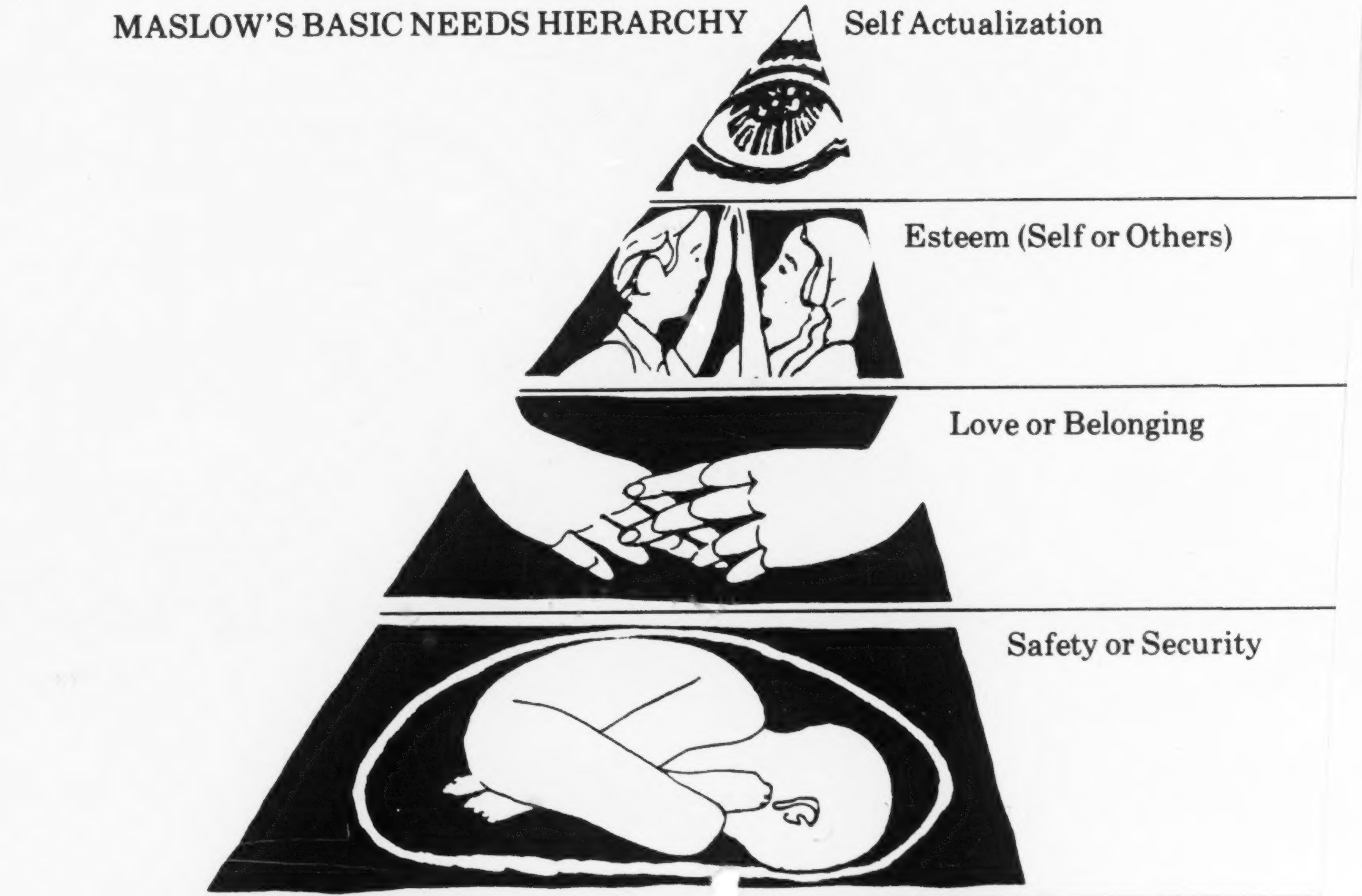
FM + R + IPS → BEHAVIOR → IMMEDIAT



BEHAVIOR → CONSEQUENCES

→ BEHAVIOR → IMMEDIATE REMOTE

MASLOW'S BASIC NEEDS HIERARCHY


Self Actualization
Esteem (Self or Others)
Love or Belonging
Safety or Security
Physiological

APPENDIX C

Additional Background Material

- This Is Our House, Y'See
- D.A.T. Slang Terms
- List of Useful D.A.T. Publications
- List of Contents of D.A.T. Kit
- Drug Abuse Centers

"THIS IS OUR HOUSE, Y'SEE"

This is an article r
the December, 196
1969 by Readers Di

You have to understand that "house" means the United States, that th
gigantic citizen any way you look at him. A six feet five inches and
tackle of the New York Giants - and of the all-time-great Los Angeles
is big; but the biggest thing about him is that he makes other people
Western U.S.A., spreading by example his idea:

"This is our house, y'see. We've got a great thing goin' in this cou
the other guy a break, never run scared. And most of all, enjoy it."

Grier gets such a belt out of life that he can hardly bear to end each
a long day, too, because he's charging through three new careers at
Grier Show" on Los Angeles' KABC-TV, he also co-stars on the "Dani
been composing music and cutting voice and guitar records since 196
movies, he is signed up to do three more.

But overshadowing these careers is still another: involved citizen, re
ready to tell you that the American dream isn't just a dream. Grier's
is aggressive, joyous, tough and infectious.

"Get the Guy Up." Born July 14, 1932 to a farm family in Cuthbert,
He arose before dawn to do a man's work before school. When he wa
N.J., where Rosey later played on the high school football team with
he had invitations to several colleges. He chose Penn State Universi

But what Rosey considered a poor command of English was a big barri
to people just because I was afraid I would jumble it all up. In class
me badly. So I went to work on this, as we all must do. I had to fo
to himself in the third person) to get up on his feet in class and say
finally got the guy up. I got him up and I got him out, y'see."

"THIS IS OUR HOUSE, Y'SEE"

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the December, 1969, READERS DIGEST. Copyright
1969 by Readers Digest Association, Inc.

stand that "house" means the United States, that the speaker is Roosevelt Grier, a
ny way you look at him. A six feet five inches and 290 pounds, the former defensive
York Giants - and of the all-time-great Los Angeles Rams' "Fearsome Foursome" -
gest thing about him is that he makes other people bigger. He strides around
spreading by example his idea:

, y'see. We've got a great thing goin' in this country if we take care of it. Give
eak, never run scared. And most of all, enjoy it."

belt out of life that he can hardly bear to end each day by going to sleep. He needs
ecause he's charging through three new careers at once. Star of the popular "Rosey
s Angeles' KABC-TV, he also co-stars on the "Daniel Boone" weekly series. He has
usic and cutting voice and guitar records since 1964. Recently finished with two
ned up to do three more.

these careers is still another: involved citizen, ready to help beat-down kids,
hat the American dream isn't just a dream. Grier's citizenship, like his football,
ous, tough and infectious.

" Born July 14, 1932 to a farm family in Cuthbert, Ga., Grier was one of 11 children.
awn to do a man's work before school. When he was ten, the family moved to Roselle,
later played on the high school football team with such bruising, happy abandon that
to several colleges. He chose Penn State University.

nsidered a poor command of English was a big barrier in college. "I wouldn't speak
ause I was afraid I would jumble it all up. In class I'd hold back. It was limiting
ent to work on this, as we all must do. I had to force the guy (Rosey often refers
hird person) to get up on his feet in class and say somethin'. It was hard. But I
up. I got him up and I got him out, y'see."

"Lot of Joy Out There." Pro football involves such precision ferociousnes
in the line, psycho themselves up to a towering malevolence toward their
was an anomaly. He loved the game and played it with gigantic, disconc
where in the course of each of his 142 bruising National Football League
a flattened opposing ball carrier, stand him on his feet, slap him on the
want a touchdown, man. You're just stallin' around for a time-out!"

Rosey has always appreciated touch competition. "When my competition
When my competition is good, I'm great."

After Army service in 1957-58, he hurt his arm in the first regular season
began to work on the arm in successive plays. Grier was being hurt badl
when the arm was healed, it was time for Baltimore again. "I sent word
whip him - bad." Grier says, laughing.

"Well, when the day came, I had a tremendous game. I was hitting him
guy didn't let me know he was hurtin'; but I knew he was because he was
hard as was legal."

"Well, you know what happened? In the third quarter he came out to me
having a great game. Keep it up." I almost passed out. That's a pro, y

Grier's body bears the scars of 20 years of football, but he wouldn't chan
out there on that field, lot of love. But the big thing you learn: You alwa
That's what the country's got to learn right now."

The same idea applies to Rosey's musical career. He had had no formal
he had done a lot of family - group gospel singing. "Whenever I was nea
he says, "I'd just kind of fool around with it. Try to learn how to do it.
Bobby Womack and Arthur Adams for helping him with his singing. The th
other.

ere." Pro football involves such precision ferociousness that players, particularly
themselves up to a towering malevolence toward their opponents. Grier, however,
He loved the game and played it with gigantic, disconcerting laughter. Some-
e of each of his 142 bruising National Football League games, Rosey would pick up
ng ball carrier, stand him on his feet, slap him on the back and say, "You don't
man. You're just stallin' around for a time-out!"

appreciated touch competition. "When my competition is only fair, I'm only fair.
ion is good, I'm great."

in 1957-58, he hurt his arm in the first regular season game. A Baltimore player
he arm in successive plays. Grier was being hurt badly. Later in the schedule,
healed, it was time for Baltimore again. "I sent word to that guy I was going to
Grier says, laughing.

ay came, I had a tremendous game. I was hitting him hard on every play. And the
now he was hurtin'; but I knew he was because he was bloody. I was playing as
."

what happened? In the third quarter he came out to me and he said, "Rosey, you're
ne. Keep it up." I almost passed out. That's a pro, y'see. "That's a real pro."

the scars of 20 years of football, but he wouldn't change a day of it. "Lot of joy
ield, lot of love. But the big thing you learn: You always need ten other guys.
untry's got to learn right now."

lies to Rosey's musical career. He had had no formal training, though as a boy
of family - group gospel singing. "Whenever I was near a musical instrument,"
kind of fool around with it. Try to learn how to do it." He credits musicians
Arthur Adams for helping him with his singing. The three men encouraged each

"You see, that's the whole thing about a football game or an entertainmen
other guy or the whole thing goes down. And the higher you pull him up, t

Secure of Himself. One day Rosey was asked to go to Virginia to help Rob
a juvenile village the Kennedy family was interested in. When he walked
shoulder block, Ethel put her arms around him in a bear hug. Exposed to
nation, Grier began speaking in public about public issues.

In the spring of 1968, Grier substituted for Kennedy at a political rally in
crowd was composed of well-known politicians, actors and actresses. "I
before such a crowd. I had got the guy up, but not *this* far up!"

Rosey spoke simply about the things he believed in, his vision of the nati
he noticed that everybody was listening intently. "It told me that a boy fr
could convey his ideas to the top people in a position to do something abo
that they felt the same things I did - that action could come of it. I figure
right, man, if we get the guy up and say it."

The same year, 1968, KABC-TV was looking for a show that would appeal t
white and black - and, as Rosey says, "green, purple, and orange, for th
ality was needed to moderate it, someone who was absolutely what he app
walked in and began to talk, the producer said to himself: "Here's the guy
budgeted: Rosey simply sent on camera, sang, introduced guests, and sta
that were on his mind.

Reactions poured in from teen-agers and octogenarians - pure unashamed a
It was clear to all that "the big guy" gathers in his wake a gang which is
who had known Rosey as a football player, invited him to appear on his U.
Rosey toured Vietnam with Hope.

Today, 400,000 residents of Greater Los Angeles turn on the tube to watch
it in the ghettos and in surburban Brentwood, where the average "bungalow

ɔle thing about a football game or an entertainment team, you got to help the
ning goes down. And the higher you pull him up, the higher *you* go."

day Rosey was asked to go to Virginia to help Robert Kennedy raise funds for
ennedy family was interested in. When he walked in, Bobby hit him with a
it her arms around him in a bear hug. Exposed to Kennedy's hopes for the
aking in public about public issues.

rier substituted for Kennedy at a political rally in Brentwood, Calif. The
well-known politicians, actors and actresses. "I was nervous about talking
had got the guy up, but not *this* far up!"

ıt the things he believed in, his vision of the nation that could be. Suddenly
ly was listening intently. "It told me that a boy from a small Georgia farm
o the top people in a position to do something about them. I suddenly realized
hings I did - that action could come of it. I figured this country's gonna be all
guy up and say it."

ABC-TV was looking for a show that would appeal to an audience that was both
as Rosey says, "green, purple, and orange, for that matter." A fresh person-
erate it, someone who was absolutely what he appeared to be. When Rosey
talk, the producer said to himself: "Here's the guy." The show was modestly
sent on camera, sang, introduced guests, and started talking about things

ı teen-agers and octogenarians - pure unashamed affection and admiration.
'the big guy" gathers in his wake a gang which is the human race. Bob Hope,
s a football player, invited him to appear on his U.S.O. benefit show. Later,
th Hope.

ts of Greater Los Angeles turn on the tube to watch Rosey's show. They watch
surburban Brentwood, where the average "bungalow" costs $150,000. Says

California assembly Democratic leader Jess Unruh, "Rosey Grier stands for som
happening. He's secure in himself and in his pride in his race, so he deals wi
individual, not as a representative of anything. I don't say it's easy or that ev
I just say that with Rosey it happens."

The night before Rosey was to rehearse one of the first of his TV shows, he wa
at the Ambassador Hotel, where party workers were waiting out the California p
the Senator's victory speech in the ballroom, Grier escorted Ethel Kennedy with
through the hotel pantry. A shot was fired. Grier pushed Ethel Kennedy to the
where the Senator had fallen.

Grier and Olympic star Rafer Johnson grabbed Sirhan Sirhan. Grier went for the
on the table and held him. The crowd came at them, trying to get the assassin
of that confusion, Rosey was going to keep Sirhan alive. He arched himself ov
Sirhan, warding off the blows of the crowd.

Jess Unruh said, "When we finally peeled the people off the pile and got down
big black face streaming wet with tears." I thought, "My God, his face is soak
death of his friend while he protects the life of the guy who did it. That's a ve
being."

Hottest Phone in Hollywood. One day a social worker phoned the Grier show a
year-old girl who was on drugs. Nothing could reach her. "She cares about ab
except she has expressed admiration for Rosey Grier. Could I bring her down t
of his show?"

At rehearsal, Rosey walked over to the girl and took her hand. "Honey," he sa
pointed in you." Wide-eyed with surprise, she listened as he said, "Now I wa
stuff. I'm gonna be pullin' for you every day, and I want you to call me every
the day's going. You hear?" He wrote the number of his unlisted phone on a s

Rosey has scrawled that phone number for kids all over Greater Los Angeles.
them. "Tell me how you're doin'."

Democratic leader Jess Unruh, "Rosey Grier stands for something I notice
ure in himself and in his pride in his race, so he deals with everyone as an
representative of anything. I don't say it's easy or that everyone can do it.
osey it happens."

ey was to rehearse one of the first of his TV shows, he was with Robert Kennedy
otel, where party workers were waiting out the California primary results. After
speech in the ballroom, Grier escorted Ethel Kennedy with the candidate's party
try. A shot was fired. Grier pushed Ethel Kennedy to the floor, then charged to
d fallen.

ar Rafer Johnson grabbed Sirhan Sirhan. Grier went for the gun. He threw Sirhan
him. The crowd came at them, trying to get the assassin. But even in the heat
sey was going to keep Sirhan alive. He arched himself over the spread-eagled
he blows of the crowd.

hen we finally peeled the people off the pile and got down to Rosey, I saw that
ning wet with tears." I thought, "My God, his face is soaked with tears over the
hile he protects the life of the guy who did it. That's a very advanced human

lywood. One day a social worker phoned the Grier show about a rebellious 14-
s on drugs. Nothing could reach her. "She cares about absolutely nothing,
ssed admiration for Rosey Grier. Could I bring her down to watch a rehearsal

walked over to the girl and took her hand. "Honey," he said, "I'm *real* disap-
de-eyed with surprise, she listened as he said, "Now I want you to lay off that
pullin' for you every day, and I want you to call me every day and tell me how
u hear?" He wrote the number of his unlisted phone on a scrap of paper.

hat phone number for kids all over Greater Los Angeles. "Call me," he says to
you're doin'."

"With kids, I make 'em talk, y'know," Rosey says. "Today they got shy, but they really do want to talk, and they want somebody to liste

Grier accepts many invitations to talk to youth groups. But this invol "Sometimes I'll see a bunch of kids hangin' around, admirin' the cars up and say, "How you guys doin'?" They sometimes want to talk foo off and challenge them about themselves. Two kids that call me twic market. We talked about three hours. Both were getting C's and D's get those marks up in the next grading period, three of us would hang

Where We All Live. Finally Grier addresses himself to the color prob 'We had the same problems as the ghetto Negro, and we solved them or that.' The trouble is, this parallel is not parallel. They at least determination. As slaves, y'see, Negro families were split up. This away the family leader. The father, unable to look out for his family is still a hangover from that.

"But all of a sudden people's attitudes are starting to change. The b some opportunities. Getting some jobs. Everybody's worried about t me, it's nothing but a new symbol of pride. Hell, the Irish have got We got this thing that's ours. Nobody else can give the black-power black. Now some of us are seeing their brothers and sisters move off beginning to feel, 'Hey, we can make it, baby! Just hang in there a l harder. Be ready.'"

e 'em talk, y'know," Rosey says. "Today they got to listen too much. They're
lly do want to talk, and they want somebody to listen."

y invitations to talk to youth groups. But this involvement with youth goes further.
ee a bunch of kids hangin' around, admirin' the cars, and like that. So I'll walk
you guys doin'?" They sometimes want to talk football or my show. I brush that
them about themselves. Two kids that call me twice a week I met outside a super-
ed about three hours. Both were getting C's and D's in school. I said that if they'd
p in the next grading period, three of us would hang out together for a week."

e. Finally Grier addresses himself to the color problem: "Several ethnic groups say,
problems as the ghetto Negro, and we solved them by education or hard work or this
ble is, this parallel is not parallel. They at least had family cooperation and
s slaves, y'see, Negro families were split up. This destroyed the family unit, took
eader. The father, unable to look out for his family, didn't feel like a man. There
r from that.

en people's attitudes are starting to change. The black kids are starting to get
s. Getting some jobs. Everybody's worried about the black-power salute - but to
ut a new symbol of pride. Hell, the Irish have got the green tie. Figure it out.
that's *ours*. Nobody else can give the black-power salute because they ain't
e of us are seeing their brothers and sisters move off the corner to get jobs. They're
'Hey, we can make it, baby! Just hang in there a little longer. Work a little
'"

D.A.T. SLANG TERMS

Those who abuse drugs develop a special language that covers almost every aspect of the life associated with such abuse. These terms often change as one moves from one area to another. Teen-agers sometimes pick up the language as slang. The usage of the terms cannot be considered evidence of drug abuse.

Acid - LSD
Acid head - an abuser of LSD
Bad trip - an unpleasant experience with LSD
Bag - a container of drugs
Ball - a party
Barbs - barbiturates
Bean - capsule
Bennies - 'Benzedrine' (brand of amphetamine sulfate, Smith Kline & French Laboratories) tablets
Bent - under the influence of drugs
Blast - a party
Blasted - under the influence of drugs
Blue devils - 'Amytal' (brand of amobarbital, Eli Lilly and Company)
Boo - marijuana
Bread - money
Burned - to receive phony or badly diluted drugs
Busted - arrested
C - cocaine
Candy - barbiturates
Cap - capsule of any drug or narcotic
Cartwheels - amphetamine sulfate (round, white, double-scored tablets)
Charged up - under the influence of drugs
Chip in - to share cost of drug
Cleaned up - withdrawn from drugs
Coasting - under the influence of drugs
Coke - cocaine
Cold Turkey - sudden drug withdrawal
Connect - to purchase drugs
Contact - a supplier of drugs
Cooker - any spoon or bottle cap used in the preparation of heroin
Cool - high on drugs
Coming down - emerging from a drug trip
Co-pilots - amphetamine tablets
Cop - to purchase drugs
Cop out - to leave
Crazy Foam - Romilar CF cough syrup
Crystals - Methamphetamine
Cut - to adulterate a narcotic by adding milk-sugar
D.D. - a fatal dose of narcotics or drugs
Dealer - a drug supplier
Dexies - 'Dexedrine'
Dime bag - a ten-dollar bag of narcotics
Dollies - Dolophine (brand of methadone hydrochloride) tablets

Dojee - heroin
Dope - any narcotic
Downs - barbiturates
Ends - money
Experience - an LSD "trip"
Fix - an injection of narcotics
Floating - under the influence of drugs
Fly - take narcotics
Flying high - under the influence of marijuana
Footballs - oval-shaped amphetamine sulfate tablets
Freak out - to have an unpleasant reaction while on a trip
Fruit-salad - a mixture of all kinds of pills placed in a container
Fuzz - the police
Get high - smoke a marijuana cigarette
Gluey - glue sniffer
Gold dust - cocaine
Goofballs - barbiturates
Goofed up - under the influence of barbiturates
Grass - marijuana
Grasshopper - marijuana
Greenies - green, heart-shaped tablets of dextroamphetamine sulfate and amobarbital
Gun - a hypodermic needle
H - heroin
Hang-up - a personal problem
Happy dust - cocaine
Hard stuff - morphine, cocaine, or heroin
Hay - marijuana
Hayhead - marijuana user
Hearts - 'Benzedrine' (brands of amphetamine sulfate and dextroamphetamine sulfate, Smith Kline & French Laboratories) heart-shaped tablets
Heat - the police
Hemp - marijuana
High - under the influence of drugs
Hit - to purchase drugs; an arrest; an injection of narcotics
Holding - possessing narcotics
Hooked - addicted
Hophead - narcotic addict
Hopped up - under the influence of drugs
Horse - heroin
Hot - wanted by police
Hot shot - a fatal dosage
Jab - to inject drugs
Jive - marijuana
Joint - a marijuana cigarette
Jones - the habit, an addict
Joy-pop - to inject small amounts of drugs irregularly
Joy-popper - occasional user of narcotics
Joy-powder - heroin
Junk - narcotics
Junkie - a narcotics addict
Kick - to abandon a drug habit
Kit - paraphernalia for injecting narcotics
Knocked out - under the influence of narcotics
Layout - the equipment for injecting drugs
Lit up - under the influence of drugs
Locoweed - marijuana
LSD - Lysergic Acid Diethylamid

M - morphine
Machinery - equipment for injecting drugs
Mad Dog - Mogan David 20/20 wine
Mainline - to inject drugs directly into a vein
Mainliner - one who injects narcotics into a vein
Man - the police
Mary Jane - marijuana
Mezz - marijuana
Monkey - a drug habit where physical dependence is present
Muddy Water - belladonna weed (trademark as "Asthmador")
Needle - hypodermic syringe
Nickel bag - a five-dollar purchase of narcotics
O.D. - overdose of narcotics or other drugs, usually fatal
Off - withdrawn from drugs
Oil - wine
On a trip - under the influence of LSD or other hallucinogens
On the beam - under the influence of marijuana
On the nod - under the influence of drugs
On the street - out of jail
On the stuff - regular user or addict
Oranges - 'Dexedrine' (brand of dextroamphetamine sulfate, Smith Kline & French Laboratories) tablets
Outfit - eye dropper, cooker (spoon or bottle cap) used to prepare fix
Out of this world - under the influence of marijuana
Pad - drug user's home
Paper - folder piece of paper containing narcotics
Peaches - 'Benzedrine' (brand of amphetamine sulfate, Smith Kline & French Laboratories) tablets
Peanuts - barbiturates
Peddler - dealer in drugs
P.G. or P.O. - paregoric
Pill freak - dangerous drug user
Pill head - dangerous drug user
Pill popper - abuser of drugs in the tablet form
Pinks - 'Seconal' (brand of secobarbital, Eli Lilly and Company) capsules
Pluck - wine
Point - paraphernalia for injecting narcotics
Pop - to inject drugs
Popping pills - to abuse drugs of the tablet form
Pot - marijuana
Pothead - marijuana user
Pure - pure narcotics of very good grade
Pusher - narcotics seller
Rainbows - 'Tuinal' (brands of Amobarbital and Seconal)
Red devils - 'Seconal' (brand of secobarbital, Eli Lilly and Company) capsules
Reefer - a marijuana cigarette
Roach - butt of a marijuana cigarette
Row boat - Robutusin AC cough syrup
Rope - marijuana
Rumble - police in the neighborhood; a shakedown or search
Sam - Federal narcotic agents
Scag - heroin

Schoolboy - codine cough syrup
Script - doctor's prescription
Score - to purchase drugs
Shoot up - to inject drugs
Skin pop - to inject drugs anywhere under the skin surface
Skin popper - occasional use of narcotics
Slammed - in jail
Smack - heroin; to sniff powdered narcotics into the nostrils
Sniff - to sniff narcotics (usually heroin or cocaine) through the nose
Snort - to sniff powdered narcotics into nostrils
Snow - cocaine
Specks - a crystalized barbiturate capsule
Speed - Methamphetmine
Speedball - an injection that combines a stimulant and depressant -- often cocaine mixed with morphine or heroin
Spike - the needle used for injecting drugs
Square - a nonaddict
Stash - a cache of narcotics
Stick - a marijuana cigarette
Stoned - under the influence of narcotics
STP (DOM) - serenity, tranquillity, and peace
Street name - slang term for a drug
Stuff - narcotics
Supplier - drug source
Syrup - cough syrup
Take-off - take drugs
Take up - light a marijuana cigarette
Taste - small quantity of narcotics, usually given as sample or as reward
Tea - marijuana
Tired veins - veins that are difficult to locate for injection
To be hep - to understand
To be hip - to understand
To hit on - to try to buy drugs
To make it - to try to buy drugs
Tools or works - equipment used for injection by hypodermic
Torch up - light a marijuana cigarette
Toss - search
Trip - the experience one has when under the influence of LSD
Tracks - marks made from hypo needles
Truck drivers - amphetamines
Tuning in - feeling the effects of LSD
Turned off - withdrawn from drugs
Turned on - under the influence of drugs
Uncle - Federal narcotic agent
Ups - amphetamine or stimulant drugs
Wake-ups - amphetamine ("ups")
Washed up - withdrawn from drugs
Wasted - under the influence of drugs
Weed - marijuana
Weed-head - marijuana user
Weekend habit - a small, irregular drug habit
Whiskers - Federal narcotics agents
Whites - amphetamine sulfate tablets
White stuff - morphine

Works - the equipment for injecting drugs
Xmas trees - a barbiturate (brands of Seconal and Amobarbital)
Yellow-jackets - 'Nembutal' (brand of pentobarbital, Abbott Laboratories) capsules (solid yellow)
Youngblood - young person starting to u[illegible] marijuana

LIST OF USEFUL DAT PUBLICATIONS

This is a list of brochures and pamphlets that we found to be helpful supplemental materials. They should be ordered well in advance to insure their usefulness during the program.

DRUGS

Title	Publisher	Price
Cool Talk about Hot Drugs	Narcotic Addiction Control Commission Executive Park South Albany, New York 12203	N/C
Criminal Penalty Schedule for Dangerous Drug Offenses	Narcotic Addiction Control Commission Executive Park South Albany, New York 12203	N/C
Drug Abuse: The Chemical Cop-out	Ohio Medical Indemnity, Inc. 3770 North High Street Columbus, Ohio 43214	
Drug Abuse: The Empty Life	Law Enforcement Liason (E-60) Smith Kline & French Laboratories 1500 Spring Garden Street Philadelphia, Pennsylvania 19101	
Drug Dependence	Superintendent of Documents U. S. Government Printing Office Washington, D. C. 20402	50¢ each
Drug Education - An Educational Media Pac-Kit from C.H.M. (contains some excellent transparencies)	Cleveland Health Museum 8911 Euclid Avenue Cleveland, Ohio 44106	$40.00

Facts About Drugs	Health & Welfare Planning Council 184 Salem Avenue Dayton, Ohio 45406	
Help a Narcotic Addict . . .	Narcotic Addiction Control Commission Executive Park South Albany, New York 12203	N/C
Marijuana	Glencoe Press A Division of the Macmillan Company Beverly Hills, California	$1.25 each
The Marijuana Decision	Narcotic Addiction Control Commission Executive Park South Albany, New York 12203	
Narcotics Nature's Dangerous Gifts	Dell Publishing Company 750 Third Avenue New York, New York 10017	75¢ each
National Clearinghouse for Drug Abuse Information	Publications National Clearinghouse for Drug Abuse Information Wt. 240 5454 Wisconsin Avenue Chevy Chase, Maryland 20015	
New York State's Total Approach	Narcotic Addiction Control Commission Executive Park South Albany, New York 12203	N/C

The Pharmacology of Disordered Sleep: A Laboratory Approach	Medical Film Department Lakeside Laboratories, Inc. 1707 E. North Avenue Milwaukee, Wisconsin 53201	N/C
Questions and Answers On . . .	Narcotic Addiction Control Commission Executive Park South Albany, New York 12203	
Recent Research On: Narcotics, LSD, Marijuana, and other Dangerous Drugs	National Institute of Mental Health 5454 Wisconsin Avenue Chevy Chase, Maryland 20015 For sale by the Superintendent of Documents U. S. Government Printing Office Washington, D. C. 20402	20¢ each
The Seekers	Narcotic Addiction Control Commission Executive Park South Albany, New York 12203	
Students and Drug Abuse	Assistant to the Director for Drug Abuse Education, Office of Communications National Institute of Mental Health 5454 Wisconsin Avenue Chevy Chase, Maryland 20015	
	quantity copies from: Superintendent of Documents U.S. Government Printing Office Washington, D.C. 20402	25¢ each
What Can We Do About Drug Abuse	Public Affairs Pamphlets 381 Park Avenue South New York, New York 10016	

TOBACCO

Title	Publisher	Price
Answers to 101 Questions	The American Cancer Society 219 East 42nd Street New York, New York 10017	N/C
1970 Cancer Facts and Figures	The American Cancer Society 219 East 42nd Street New York, New York 10017	N/C
Cancer of the Lung	The American Cancer Society 219 East 42nd Street New York, New York 10017	N/C
Cigarette Smoking and Lung Cancer	The American Cancer Society 219 East 42nd Street New York, New York 10017	N/C
Cigarettes and Health	Public Affairs Pamphlets 381 Park Avenue South New York, New York 10016	$18/100
Emphysema - When the Breath of Life Falters	Public Affairs Pamphlets 381 Park Avenue South New York, New York 10016	$18/100
If You Want to Give up Cigarettes	The American Cancer Society 219 East 42nd Street New York, New York 10017	N/C
It's Not Too Late to Stop Smoking Cigarettes!	Public Affairs Pamphlets 381 Park Avenue New York, New York 10016	$18/100

Smoke Cigarettes? Why?	The American Cancer Society 219 East 42nd Street New York, New York 10017	N/C
Smoking and Health Resources	Ohio Education Program on Smoking and Health Columbus, Ohio	N/C
Smoking - The Great Dilemma	Public Affairs Pamphlets 381 Park Avenue New York, New York 10016	$18/100
This Concerns You and Your Child	The American Cancer Society 219 East 42nd Street New York, New York 10017	N/C
Where There's Smoke	The American Cancer Society 219 East 42nd Street New York, New York 10017	N/C
Your Health and Cigarettes	The American Cancer Society 219 East 42nd Street New York, New York 10017	N/C
Youth Looks at Cancer	The American Cancer Society 219 East 42nd Street New York, New York 10017	N/C

ALCOHOL

Title	Publishers	Price
Alcohol, Alcoholism, and Crime	Rutgers University Director Center of Alcohol Studies New Brunswick, New Jersey	N/C
Alcohol and Alcoholism	National Institute of Mental Health Public Information Branch Chevy Chase, Maryland 20203	
Alcohol in Health and Disease: Some Historical Perspectives	Publications Division Rutgers Center of Alcohol Studies New Brunswick, New Jersey	N/C
Alcohol vs. Top Performance	Signal Press 17300 Chicago Avenue Evanston, Illinois 60201	100 for $1.20
Alcoholism - A Sickness That Can Be Beaten	Public Affairs Committee Inc. 381 Park Avenue South New York, New York 10016	$18/100
Beer Street: Gin Lane	Rutgers University Center of Alcohol Studies New Brunswick, New Jersey	N/C
A Discussion Guide	Publications Division, Rutgers Center Box 566 - Rutgers University New Brunswick, New Jersey	100 sets - 35¢

Drinking in High School	Publications Division Rutgers Center of Alcohol Studies New Brunswick, New Jersey	N/C
Drinking on the American Frontier	Rutgers University Center of Alcohol Studies New Brunswick, New Jersey	N/C
Early Identification of Problem	Rutgers University Center of Alcohol Studies New Brunswick, New Jersey	N/C
How Alcohol Affects the Body, No. 3	Rutgers Center of Alcohol Studies New Brunswick, New Jersey	$12/100
How Teens Set the Stage for Alcoholism	American Medical Association 535 N. Dearborn Street Chicago, Illinois 60610	N/C
"It's Best to Know" . . . about Alcohol	Alcoholism and Drug Addiction Research Foundation 5454 Wisconsin Avenue Washington, D.C. 20015	N/C
Quiz Book Fundamental Facts Concerning Beverage Alcohol	Lewis C. Berger 145 North High Street Columbus, Ohio	
A Study of Absenteeism, Accidents and Sickness Payments in Problem Drinkers in One Industry	Laboratory of Applied Biodynamics Yale University New Haven, Connecticut	N/C

Thinking About Drinking	National Institute of Mental Health Superintendent of Documents, U. S. Government Printing Office Washington, D. C. 20402	$15/100
13 Steps to Alcoholism	National Council on Alcoholism, Inc. 2 Park Avenue New York, New York 10016	N/C
The Way to Go	Director of Rehabilitation Services Kemper Insurance Group 4750 Sheridan Road Chicago, Illinois 60640	N/C
What I'd Teach My Children about Alcohol	National Council on Alcoholism, Inc. 2 Park Avenue New York, New York 10016	N/C
What Shall We Tell Our Children about Drinking?	National Council on Alcoholism, Inc. 2 Park Avenue New York, New York 10016	N/C
What the Body Does with Alcohol, No. 4	Rutgers Center of Alcohol Studies New Brunswick, New Jersey	$12/100
When Your Teen-ager Starts Drinking	National Council on Alcoholism, Inc. 2 Park Avenue New York, New York 10016	N/C

LIST OF CONTENTS OF DRUG, ALCOHOL AND TOBAC

CONTENTS:

Title & Publication No.	Available From:
A FEDERAL SOURCE BOOK: ANSWERS TO THE MOST FREQUENTLY ASKED QUESTIONS ABOUT DRUG ABUSE PrEX 13.2: An 8	Superintendent of Documents U.S. Government Printing Offi Washington, D.C. 20402
ALCOHOLISM - A Sickness That Can be Beaten by: Alton L. Blackesee	Public Affairs Pamphlets 381 Park Avenue South New York, New York 10016
A SUMMARY FOR PARENTS AND STUDENTS ON THE SUBJECT OF DRUG ABUSE	Educational Summaries P. O. BIN 14 Pasadena, California 91109
DRUG ABUSE: THE CHEMICAL COP OUT	Medical Mutual of Cleveland 2060 East Ninth Street Cleveland, Ohio 44115
DRUG CHART	Educational Research Council Rockefeller Building Cleveland, Ohio 44113
DRUGS FROM A - Z by Richard R. Lingeman	McGraw-Hill Paperbacks 330 West 42nd Street New York, New York 10036

LIST OF CONTENTS OF DRUG, ALCOHOL AND TOBACCO KIT

tion No.	Available From:	Price:
E BOOK: ANSWERS EQUENTLY ASKED T DRUG ABUSE	Superintendent of Documents U.S. Government Printing Office Washington, D.C. 20402	.25 each
Sickness That kesee	Public Affairs Pamphlets 381 Park Avenue South New York, New York 10016	.25 each
ARENTS AND E SUBJECT OF	Educational Summaries P. O. BIN 14 Pasadena, California 91109	50¢ each - 100 @ 20¢ each 10,000 @10¢ each, 100,000 @ 7¢ each
CHEMICAL	Medical Mutual of Cleveland 2060 East Ninth Street Cleveland, Ohio 44115	No cost (Probably)
	Educational Research Council Rockefeller Building Cleveland, Ohio 44113	.75 each
Z geman	McGraw-Hill Paperbacks 330 West 42nd Street New York, New York 10036	$2.95

DRUGS OF ABUSE Bureau of Narcotics & Dangerous Drugs 1970 - O - 372 - 088	Superintendent of Documents U. S. Government Printing Office Washington, D.C. 20402	.40 each
FACTS ABOUT ALCOHOL S.R.S. No. 5-842	Science Research Associates, Inc. 259 East Erie Street Chicago, Illinois 60611	.75 each
HOW ALCOHOL AFFECTS THE BODY #3, by: Mark Keller (Popular pamphlets on Alcohol Problems-Series)	Rutgers University Center of Alcohol Studies New Brunswick, New Jersey	.15
IT'S BEST TO KNOW ABOUT ALCOHOL	National Alcoholic Beverage Control Association, Inc. 5454 Wisconsin Avenue Washington, D. C. 20015	No cost (probably)
LSD A FACTUAL ACCOUNT	Superintendent of Documents U. S. Government Printing Office Washington, D. C. 20402	.30
LSD, SOME QUESTIONS AND ANSWERS PHS Publication No. 1828	Superintendent of Documents U. S. Government Printing Office Washington, D. C. 20402	.05 each
MARIHUANA	Superintendent of Documents U. S. Government Printing Office Washington, D. C. 20402	.50 each
MARIHUANA, SOME QUESTIONS AND ANSWERS PHS Publication No. 1829	Superintendent of Documents U. S. Government Printing Office Washington, D. C. 20402	.05 each

NARCOTICS, SOME QUESTIONS AND ANSWERS PHS Publication No. 1827	Superintendent of Documents U. S. Government Printing Office Washington, D. C. 20402	.05 each
RECENT RESEARCH ON: NARCOTICS, LSD, MARIJUANA, AND OTHER DANGEROUS DRUGS	Superintendent of Documents U. S. Government Printing Office Washington, D. C. 20402	.20 each
RESOURCE BOOK FOR DRUG ABUSE EDUCATION PHS Publication No. 1964	Superintendent of Documents U. S. Government Printing Office Washington, D. C. 20402	1.25 each
SEDATIVES	Superintendent of Documents U. S. Government Printing Office Washington, D. C. 20402	.06 each $6.75 per 100
SMOKING OR HEALTH	Tane Press Company 2814 Oak Lawn Avenue Dallas, Texas 75219	.50 each
SMOKING - THE GREAT DILEMMA	Public Affairs Pamphlets 381 Park Avenue South New York, New York 10016	.25 each
STIMULANTS, SOME QUESTIONS AND ANSWERS	Superintendent of Documents U. S. Government Printing Office Washington, D. C. 20402	.07 each $6.75 per 100
STOP THE STREET MARKET SUPPLIERS	Educational Summaries P. O. BIN 14 Pasadena, California 91109	50¢ each, 100 @20¢ each 10,000 @10¢ each, 100,000 @7¢ each

TAPE: 1. Art Linkletter 2. Nineteen-Year-Old Suicide Tape	Educational Research Council of America Rockefeller Building Cleveland, Ohio 44113	$2.54 $2.54
THE CAUSES AND CONSEQUENCES OF BEHAVIOR by: Dr. Ralph H. Ojemann	Educational Research Council of America Rockefeller Building Cleveland, Ohio 44113	.21 each
THE NATURE OF CHILD BEHAVIOR by Dr. Ralph H. Ojemann	Educational Research Council of America Rockefeller Building Cleveland, Ohio 44113	.27 each
THE UP AND DOWN DRUGS, AMPHETAMINES AND BARBITURATES PHS Publication No. 1830	Superintendent of Documents U. S. Government Printing Office Washington, D. C. 20402	.05 each
TUNED OUT by: Maia Wojciechowska No. 9139	Dell Publishing Company, Inc. 750 Third Avenue New York, New York 10017	.50 each
VALUES AND GOALS by: Mr. Alex Campbell and Dr. Ralph H. Ojemann	Educational Research Council of America Rockefeller Building Cleveland, Ohio 44113	.80 each
VOLATILE SUBSTANCES, SOME QUESTIONS AND ANSWERS	Superintendent of Documents U. S. Government Printing Office Washington, D.C. 20402	.06 each $5.50 per 100

WHAT IF THEY CALL ME CHICKEN (Illustrated booklet)	Distributed by Members Clubs of Kiwanis International 101 East Erie Street Chicago, Illinois 60611	No cost (probably)
WHAT THE BODY DOES WITH ALCOHOL by:Leon A. Greenberg	Rutgers University Center of Alcohol Studies New Brunswick, New Jersey	.15 each
WHAT YOU SHOULD KNOW ABOUT SMOKING AND DRINKING S.R.A. No. 5 - 1022	Science Research Associates, Inc. 259 East Erie Street Chicago, Illinois 60611	.77 each
WHAT SHALL WE TEACH OUR CHILDREN ABOUT ALCOHOL	The National Council on Alcoholism, Inc. 2 East 103rd Street New York, New York 10029	No cost (probably)
WHAT SHALL WE TELL OUR CHILDREN ABOUT ALCOHOL		No cost (probably)

DRUG ABUSE CENTERS

A large number of cities in Ohio have drug abuse centers, hot lines, educational centers, halfway houses, methadone clinics, and many other types of prevention and rehabilitation programs.

We have some personal knowledge of Dayton's Project CURE, of Lima's LAPONDA (Lima Area Program on Drug Abuse), of the drug-abuse programs of Toledo, Columbus, Cincinnati, and Cleveland.

Many other cities in the state have such programs, or are starting them. Some of the programs are handled through the area mental health centers.

If you are interested in learning more about these programs, and how they work, we suggest you call or visit the centers near you.

Drug Classification Chart

	Common Drug Names	Medical Use	How Taken	Dosage	Duration of Effect	Tolerance	Potential *Physical* Dependence	Potential *Psychological* Dependence	Short Term Effects
ressants									
›iturates	Amytal Nembutal Seconal	sedation and to relieve high bloodpressure	swallowed or injected	varies	4-8 hours	yes	yes	yes	euphoria, sleepiness peacefulness, poor coordination, mental disorientation
ıquilizers	Miltown Librium Equanil	mild sedation and muscle relaxant	swallowed or injected	varies	4-12 hours	yes	possible	possible	drowsiness, peacefuln fainting, vomiting, tremors
:otic Analgesics	heroin paregoric codeine morphine meperidine	no medical use for heroin; other opiates relieve severe pain, bowel spasms, and coughing	swallowed or injected	varies	4-6 hours	yes	yes	yes	apathy, euphoria, stupor, loss of concentration
ıtile Chemicals	glue, gasoline aerosol sprays, benzene, paint and varnish thinners	none	inhaled	varies	varies	yes	possible	yes	short term euphoria, intoxication, delirium, seizures, coma
·hol (Ethanol)	whiskey, gin beer, vodka, wine, some tonics and cough syrups	seldom prescribed	swallowed	varies	2-10 hours	yes (possible)	yes	yes	poor condition, slurred speech, loss of awareness
ulants									
ıetamines	Benzedrine Preludin Dexedrine Methedrine	fatigue obesity and depression	inhaled, swallowed or injected	varies	4-12 hours	yes	no?	yes	excitement, loss of concentration, hyperactivity, possibl aggressiveness and hallucinations
Anesthetics	cocaine	local anesthesia	inhaled, swallowed or injected	varies	varies	possible	no	yes	euphoria, intense excitement, possible hullucinations, convulsions
ine	cigarettes, cigars, pipe tobacco and chewing tobacco	none	smoked or chewed	varies	varies	yes	yes	yes	relief from craving (withdrawal symptoms) relaxation, very slight stimulation
cinogens									
ıl	marijuana hash	none	smoked, swallowed or sniffed	1-2 cigarettes	4 hours or less	no	no	possible	light euphoria with normal dose to hallucinations with heavier dosage
	psilocybin mescaline (peyote)		swallowed or injected	500 milligrams	4-12 hours	yes	no	yes	same as LSD
›tic	LSD	experimental	usually swallowed	100 micrograms	up to 12 hrs.	yes	no	yes	hallucinations, sensory distortion, euphoria, panic or depression, sense of expanded awareness
	STP (DOM)				up to 4 days for STP depending on dosage				

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tion of ct	Tolerance	Potential *Physical* Dependence	Potential *Psychological* Dependence	Short Term Effects	Possible C.N.S. Area Affected	Possible Long Term Effects	Effect When Combined With Alcohol
ours	yes	yes	yes	euphoria, sleepiness, peacefulness, poor coordination, mental disorientation	cerebral cortex reticular formation	physical deterioration, possible coma and death	possible coma and death from overdose, respiratory failure
hours	yes	possible	possible	drowsiness, peacefulness, fainting, vomiting, tremors	thalamus reticular formation	chronic depression	increased disorientation, dizziness, faintness, possible coma and death
ours	yes	yes	yes	apathy, euphoria, stupor, loss of concentration	spinal cord medulla hypothalamus	constipation, loss of appetite, lifetime physical dependency, death from overdose, hepatitis and ulcers from use of needle, malnutrition	very hazardous, may cause coma and death from respiratory failure
s	yes	possible	yes	short term euphoria, intoxication, delirium, seizures, coma	medulla	permanent liver, kidney and bone marrow (blood) damage, heart damage, death possible from asphyxiation or respiratory failure	
ours	yes (possible)	yes	yes	poor condition, slurred speech, loss of awareness	reticular formation and higher brain centers	cirrhosis of the liver, psychosis, malnutrition, nerve cell damage, lifetime dependency	
ours	yes	no?	yes	excitement, loss of concentration, hyperactivity, possible aggressiveness and hallucinations	spinal cord medulla reticular formation	permanent psychosis, high blood pressure, heart attack, death from overdose	increased lack of judgment
s	possible	no	yes	euphoria, intense excitement, possible hullucinations, convulsions	spinal cord cerebral cortex	malnutrition, severe mental deterioration	
s	yes	yes	yes	relief from craving (withdrawal symptoms), relaxation, very slight stimulation	cerebral cortex medulla reticular formation	emphysema, lung cancer, mouth and throat cancer, heart damage, loss of appetite	
rs or	no	no	possible	light euphoria with normal dose to hallucinations with heavier dosage	seems to act on the reticular formation (research is not complete)	not known	hazardous when combined with alcohol
hours	yes	no	yes	same as LSD	reticular formation		
12 hrs. 4 days P ding sage	yes	no	yes	hallucinations, sensory distortion, euphoria, panic or depression, sense of expanded awareness	reticular formation	recurrent psychotic episodes, possible damage to chromosomes	

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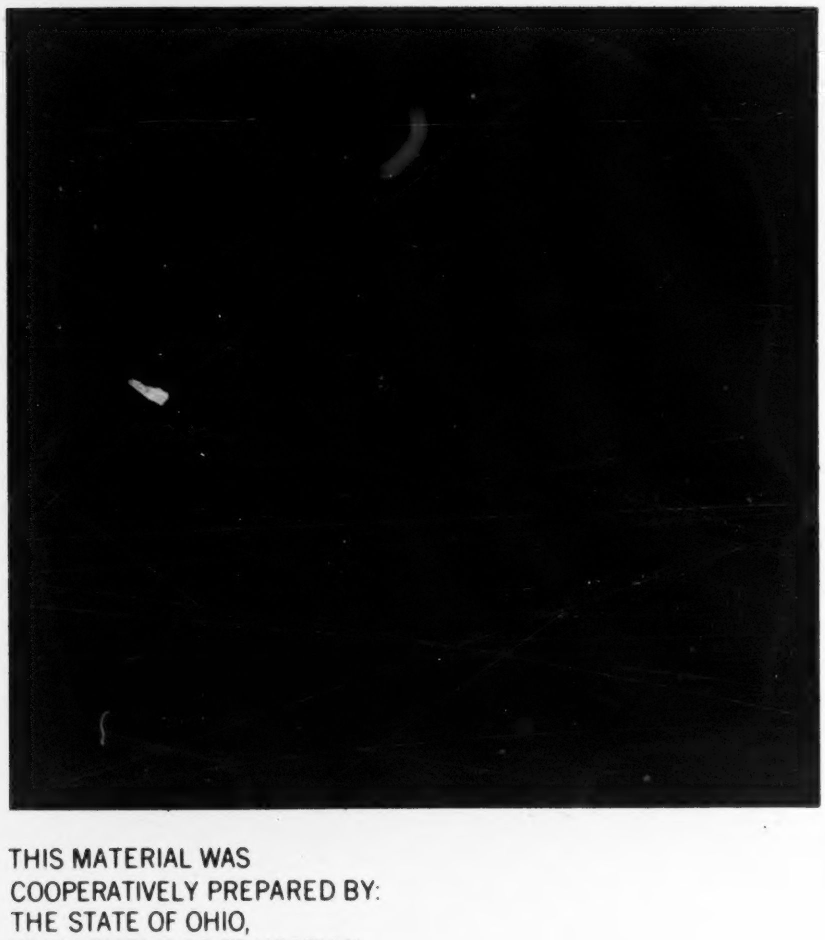
DRUGS, ALCOHOL, TOBACCO & HUMAN BEHAVIOR

STUDENT BOOK JUNIOR HIGH SCHOOL



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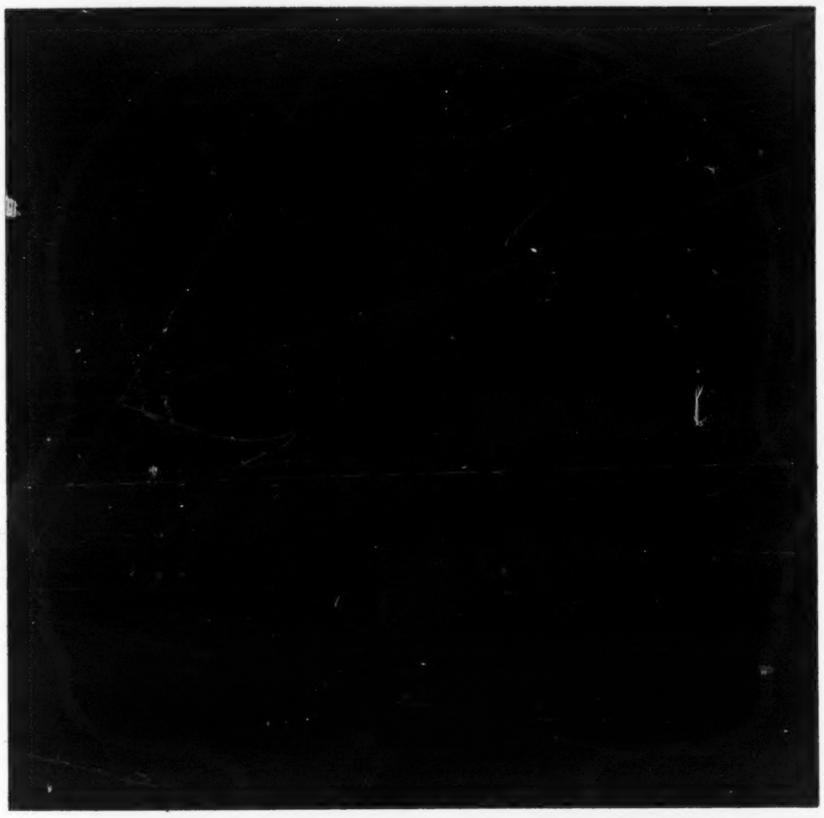

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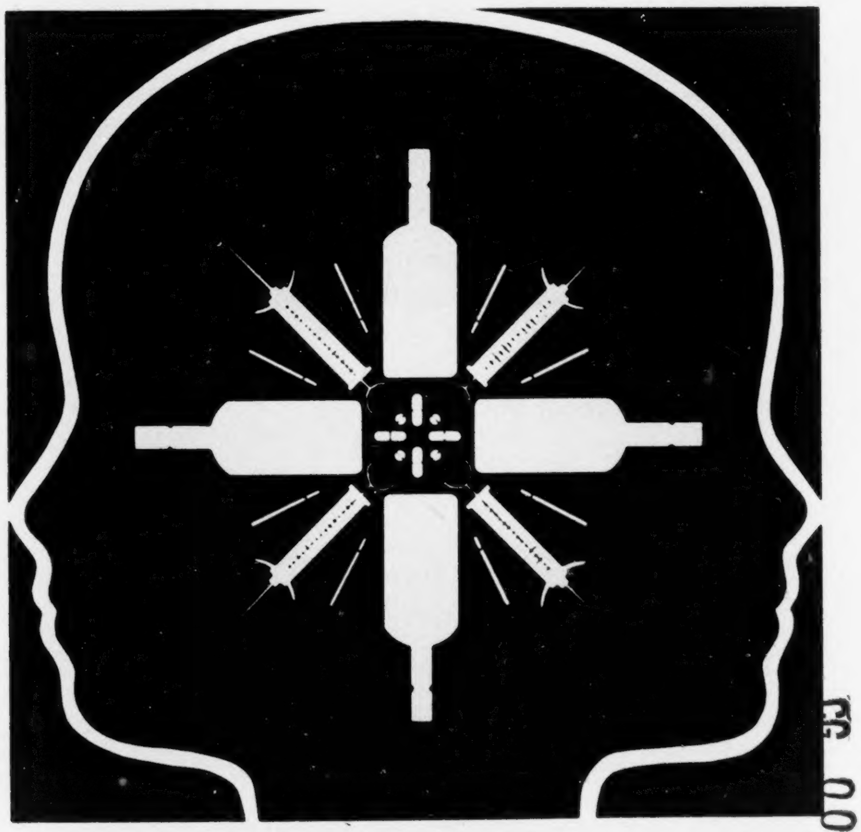

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EDUCATIONAL RESEARCH COUNCIL OF AMERICA
ROCKEFELLER BUILDING/CLEVELAND, OHIO 44113

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herein, however, do n
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and

ACKNOWLEDGMENTS

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Lester Fullmer, Lima Ci
Fred Stroud, Dayton Cit

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- one year in the project as an education consultant.

Karl Blass, Lima City Public Schools
Lester Fullmer, Lima City Public Schools
Fred Stroud, Dayton City Public Schools

A PERSONAL NOTE TO YOU:

At the end of this program, you should have reached certain go
They are listed below for you to consider. Review them with y
for yourself whether they are worthwhile or not. Are there so
eliminated? Are there others that should be added?

Read the Introduction and then proceed to look through the res
to see how it is organized. Observe how each learning activit
A.1., A.2., A.3., B.1., B.2.a. and b. In some cases there is
a numeral - A.1., A.2., A.3., B.1.; in others, a second letter
B.2.a., B.2.b. The code is intended as a quick reference for
activity to a general objective (capital letter A,B,etc.) and
(1, 2, etc.). If there is more than one learning activity, it
additional small letter designation (a, b, etc.).

Here are the general and specific objectives for the program:

UNIT I DRUGS, ALCOHOL, AND TOBACCO: WHAT ARE THE FACTS?

By the end of this unit you should be able to:

A. FORMULATE AND EXPRESS YOUR OWN CONCERNS ABOUT DR
TOBACCO (DAT), BY YOUR ABILITY TO:
  1. Report on the present problems of DAT in society.
  2. List a number of concerns society has about DAT abuse
  3. Indicate your own initial interests and questions.

B. GAIN MORE OF AN HISTORICAL PERSPECTIVE OF THE PROBLE
STRATED BY YOUR ABILITY TO:
  1. Discuss the historical backgrounds of those specific D
  wish to consider further.
  2. Differentiate those DAT's with relatively recent origins
  historical backgrounds.
  3. Reformulate your interests and questions on DAT in ligh
  current problems in this area.

A PERSONAL NOTE TO YOU:

ƒ this program, you should have reached certain goals or objectives.
ted below for you to consider. Review them with your teacher and judge
whether they are worthwhile or not. Are there some that should be
Are there others that should be added?

troduction and then proceed to look through the rest of the book briefly
t is organized. Observe how each learning activity is coded, such as
A.3., B.1., B.2.a. and b. In some cases there is a capital letter and
A.1., A.2., A.3., B.1.; in others, a second letter has been added -
b. The code is intended as a quick reference for relating a learning
a general objective (capital letter A,B,etc.) and its specific objectives
. If there is more than one learning activity, it is shown by using the
mall letter designation (a, b, etc.).

general and specific objectives for the program:

DRUGS, ALCOHOL, AND TOBACCO: WHAT ARE THE FACTS?

ne end of this unit you should be able to:

FORMULATE AND EXPRESS YOUR OWN CONCERNS ABOUT DRUGS, ALCOHOL, AND TOBACCO (DAT), BY YOUR ABILITY TO:
1. Report on the present problems of DAT in society.
2. List a number of concerns society has about DAT abuses.
3. Indicate your own initial interests and questions.

GAIN MORE OF AN HISTORICAL PERSPECTIVE OF THE PROBLEMS OF DAT, AS DEMONSTRATED BY YOUR ABILITY TO:
1. Discuss the historical backgrounds of those specific DAT's that you list and wish to consider further.
2. Differentiate those DAT's with relatively recent origins from those with long historical backgrounds.
3. Reformulate your interests and questions on DAT in light of your insights about current problems in this area.

C. DEVELOP A DEFINITION THAT APPROXIMATES A COMMONLY-ACCEPTE
OF THE TERM "DRUG," AS DEMONSTRATED BY YOUR ABILITY TO:
1. Differentiate those drugs discussed in Objective B from other gi
2. Explain the differences between those drug substances and nond
3. Develop your own definition of the "drug" as it applies to those
suggested in the previous learning activity.

D. DEVELOP AN UNDERSTANDING OF THE PURPOSE OF USING DAT, AS
BY YOUR ABILITY TO:
1. Indicate from your readings and from the tapes some common rea
give for using DAT to alter their minds and bodies.
2. Indicate your own ideas about why people use DAT in order to a
and bodies.
3. Group into three distinct categories the reasons why people use
minds and bodies.

E. UNDERSTAND THE PHYSIOLOGICAL EFFECTS OF DAT ON THE CNS AN
DEMONSTRATED BY YOUR ABILITY TO:
1. Describe probable effects of various drug substances on the CN
and on human behavior.
2. Identify the parts of the body and the CNS and describe their co
3. Specify the physiological effects of DAT on the body.

F. UNDERSTAND THE TERMS "PHYSICAL DEPENDENCE," "PSYCHOLOGI
"TOLERANCE," AND "WITHDRAWAL ILLNESS," AS DEMONSTRATED B
1. Define the term "physical dependence," list drugs producing ph
and give examples of characteristics of persons who are physica
2. Define the term "psychological dependence," list drugs produci
dependence, and give examples of persons psychologically dep
3. Define the term "tolerance" and give characteristics of a person
tolerance for some drug substance.
4. Define the term "withdrawal illness" and give examples of drugs
such symptoms in rank order of danger to human life.

DEFINITION THAT APPROXIMATES A COMMONLY-ACCEPTED DEFINITION
RM "DRUG," AS DEMONSTRATED BY YOUR ABILITY TO:
entiate those drugs discussed in Objective B from other given substances.
in the differences between those drug substances and nondrug substances.
op your own definition of the "drug" as it applies to those differences
sted in the previous learning activity.

N UNDERSTANDING OF THE PURPOSE OF USING DAT, AS DEMONSTRATED
BILITY TO:
te from your readings and from the tapes some common reasons that people
or using DAT to alter their minds and bodies.
te your own ideas about why people use DAT in order to alter their minds
odies.
into three distinct categories the reasons why people use DAT to alter their
and bodies.

ND THE PHYSIOLOGICAL EFFECTS OF DAT ON THE CNS AND THE BODY, AS
RATED BY YOUR ABILITY TO:
ibe probable effects of various drug substances on the CNS and the body
n human behavior.
fy the parts of the body and the CNS and describe their corresponding functions.
fy the physiological effects of DAT on the body.

ND THE TERMS "PHYSICAL DEPENDENCE," "PSYCHOLOGICAL DEPENDENCE,"
CE," AND "WITHDRAWAL ILLNESS," AS DEMONSTRATED BY YOUR ABILITY TO:
e the term "physical dependence," list drugs producing physical dependence,
ive examples of characteristics of persons who are physically dependent.
e the term "psychological dependence," list drugs producing psychological
dence, and give examples of persons psychologically dependent.
the term "tolerance" and give characteristics of a person who has developed
nce for some drug substance.
e the term "withdrawal illness" and give examples of drugs which produce
symptoms in rank order of danger to human life.

G. UNDERSTAND BOTH THE MEDICAL AND NONMEDICAL USES OF DRUG
FOR MEDICAL AND LEGAL CONTROL, AS DEMONSTRATED BY YOUR AB
1. Classify medical and nonmedical reasons why people use drugs.
2. List the consequences, both medical and legal, of DAT use and

H. REALIZE THAT A KNOWLEDGE OF THE EFFECTS OF DAT ON THE CNS A
NOT SUFFICIENT TO EXPLAIN WHY PEOPLE ABUSE DAT, AS DEMONST
ABILITY TO:
1. List reasons given by former drug abusers as to why they though
DAT.

UNIT II HUMAN BEHAVIOR: CAUSES, CONSEQUENCES, AND ALTERNATIVES

By the end of this unit, you should be able to:

A. UNDERSTAND THAT THERE ARE MANY CAUSES OF BEHAVIOR AND THA
SEVERAL CONTRIBUTING FACTORS WHICH INTERACT TO CAUSE THIS
DEMONSTRATED BY YOUR ABILITY TO:
1. Write an explanation that shows that knowing the causes of beha
to the understanding of why people act as they do.
2. Write the behavior equation.
3. Identify certain needs, or forces of motivation (FM), that each
suggested by Maslow.
4. Identify the most probable forces of motivation (FM) in a given
5. Define and list several common resources (R) people can use to
force of motivation.
6. Indicate how the use of drugs, alcohol, and tobacco as resource
certain forces of motivation.
7. Define and demonstrate how different people, places, and thing
physical setting) can influence the use of resources and ultimat
given a particular FM and IPS.
8. List at least five resources that would satisfy the needs of the
given specific FM's and IPS's.

BOTH THE MEDICAL AND NONMEDICAL USES OF DRUGS AND THE NEED
AND LEGAL CONTROL, AS DEMONSTRATED BY YOUR ABILITY TO:
medical and nonmedical reasons why people use drugs.
onsequences, both medical and legal, of DAT use and abuse.

A KNOWLEDGE OF THE EFFECTS OF DAT ON THE CNS AND BODY ARE
NT TO EXPLAIN WHY PEOPLE ABUSE DAT, AS DEMONSTRATED BY YOUR

ns given by former drug abusers as to why they thought they abused

IOR: CAUSES, CONSEQUENCES, AND ALTERNATIVES

it, you should be able to:

THAT THERE ARE MANY CAUSES OF BEHAVIOR AND THAT THERE ARE
TRIBUTING FACTORS WHICH INTERACT TO CAUSE THIS BEHAVIOR, AS
ED BY YOUR ABILITY TO:
explanation that shows that knowing the causes of behavior is important
derstanding of why people act as they do.
behavior equation.
ertain needs, or forces of motivation (FM), that each person has, as
d by Maslow.
he most probable forces of motivation (FM) in a given behavioral situation.
d list several common resources (R) people can use to satisfy a given
otivation.
how the use of drugs, alcohol, and tobacco as resources may satisfy
rces of motivation.
d demonstrate how different people, places, and things (immediate
setting) can influence the use of resources and ultimate behavior when
articular FM and IPS.
ast five resources that would satisfy the needs of the student, when
ecific FM's and IPS's.

B. DIFFERENTIATE BETWEEN THE CAUSAL APPROACH TO HUM
JUDGMENTAL APPROACH, AS DEMONSTRATED BY YOUR AB

1. Divide specific behavioral situations into two genera
2. Explain the differences between the two ways of thin
3. Define the terms "judgmental thinking" and "causal differences in the previous learning activity.
4. Compare your definition of the terms "causal thinkin with an acceptable definition of those terms.
5. Distinguish between the causal approach and the jud given behavioral situations.

C. RECOGNIZE THAT BEHAVIOR HAS BOTH IMMEDIATE AND L
THAT MAY BE STATED IN TERMS OF PROBABILITY OF OCC
BY YOUR ABILITY TO:

1. Define short-term and long-range consequences.
2. Identify short-term and long-range consequences wh
3. List short-term effects of drugs, alcohol, and tobac
4. List the long-range consequences of drugs, alcohol,
5. Considering the long-range consequences, list a nu Drug, Alcohol, and Tobacco invitations.

D. UNDERSTAND THAT ONE'S COMMONLY USED RESOURCES
SATISFYING NEEDS, AS DEMONSTRATED BY YOUR ABILIT

1. Indicate that one's needs are not satisfied when com blocked.
2. Indicate that one's needs are not satisfied when com inadequate.

E. UNDERSTAND THAT WHEN ONE'S COMMONLY USED RES
ALTERNATIVE RESOURCES ARE DEVELOPED TO SATISFY NE
YOUR ABILITY TO:

1. Suggest alternative resources in a given number of b commonly used resource has been blocked.
2. Suggest alternative resources to the ineffective ones behavior situations.

300

BETWEEN THE CAUSAL APPROACH TO HUMAN BEHAVIOR AND THE
PPROACH, AS DEMONSTRATED BY YOUR ABILITY TO:
cific behavioral situations into two general categories.
differences between the two ways of thinking classified in Objective B.1.
terms "judgmental thinking" and "causal thinking" as they apply to the
in the previous learning activity.
ur definition of the terms "causal thinking" and "judgmental thinking"
eptable definition of those terms.
between the causal approach and the judgmental approach in various
vioral situations.

T BEHAVIOR HAS BOTH IMMEDIATE AND LONG-RANGE CONSEQUENCES
ATED IN TERMS OF PROBABILITY OF OCCURRENCE, AS DEMONSTRATED
Y TO:
t-term and long-range consequences.
ort-term and long-range consequences when given behavioral situations.
term **effects** of drugs, alcohol, and tobacco.
g-range consequences of drugs, alcohol, and tobacco.
g the long-range consequences, list a number of ways to turn down
hol, and Tobacco invitations.

HAT ONE'S COMMONLY USED RESOURCES MAY BECOME INEFFECTIVE IN
EEDS, AS DEMONSTRATED BY YOUR ABILITY TO:
at one's needs are not satisfied when commonly used resources become

at one's needs are not satisfied when commonly used resources become
.

HAT WHEN ONE'S COMMONLY USED RESOURCES BECOME INEFFECTIVE,
SOURCES ARE DEVELOPED TO SATISFY NEEDS, AS DEMONSTRATED BY
O:
ernative resources in a given number of behavior situations when a
used resource has been blocked.
ernative resources to the ineffective ones in a given number of
ituations.

F. UNDERSTAND THAT SOME PEOPLE WHO FIND THEIR COMMON
TO BE INEFFECTIVE CHOOSE DAT ABUSE AS AN ALTERNATIVE R
STRATED BY YOUR ABILITY TO:
   1. Indicate the resource being used.
   2. Suggest what this person is not considering in choosing t
      to satisfy your needs.

UNIT III IT'S UP TO YOU: THE DECISION IS YOURS, RIGHT OR WRONG

By the end of this unit, you should be able to:

A. DEVELOP A PERSONAL VIEW OF DAT CONSEQUENCES, AS DEM
ABILITY TO:
   1. List all consequences of DAT abuse that you have seen, h
      thought.
   2. Rank in order those consequences, both positive and neg
      most real to the least real to you

B. UNDERSTAND AND APPRECIATE THE DIFFERENT METHODS USE
AS DEMONSTRATED BY YOUR ABILITY TO:
   1. Define and discuss four methods of making decisions.
   2. Identify the four methods of decision making in behavior s

C. RECOGNIZE YOUR OWN STYLE OF DECISION MAKING, AS DEM
ABILITY TO:
   1. Identify the method of decision making that you have use
      situations.

D. DEVELOP ALTERNATIVE RESOURCES THAT PRODUCE THE POSIT
DESIRE AS DEMONSTRATED BY YOUR ABILITY TO:
   1. Indicate, recalling from the first two units, that there are
      resources to drugs, alcohol, and tobacco that will satisf

D THAT SOME PEOPLE WHO FIND THEIR COMMONLY USED RESOURCES
ECTIVE CHOOSE DAT ABUSE AS AN ALTERNATIVE RESOURCE, AS DEMON-
YOUR ABILITY TO:
the resource being used.
what this person is not considering in choosing this alternative resource
y your needs.

OU: THE DECISION IS YOURS, RIGHT OR WRONG

nit, you should be able to:

ERSONAL VIEW OF DAT CONSEQUENCES, AS DEMONSTRATED BY YOUR

consequences of DAT abuse that you have seen, heard, experienced, or

order those consequences, both positive and negative, that are from the
l to the least real to you

D AND APPRECIATE THE DIFFERENT METHODS USED IN MAKING DECISIONS,
TRATED BY YOUR ABILITY TO:
nd discuss four methods of making decisions.
the four methods of decision making in behavior situations.

YOUR OWN STYLE OF DECISION MAKING, AS DEMONSTRATED BY YOUR

the method of decision making that you have used in various real-life
ns.

TERNATIVE RESOURCES THAT PRODUCE THE POSITIVE CONSEQUENCES YOU
EMONSTRATED BY YOUR ABILITY TO:
, recalling from the first two units, that there are a variety of alternative
es to drugs, alcohol, and tobacco that will satisfy a person's needs.

E. EVALUATE SOME OF THE MANY REASONS PEOPLE GIVE FOR TURNIN ABUSE, AS DEMONSTRATED BY YOUR ABILITY TO:

1. Select certain reasons people give for DAT use/abuse.
2. Decide if the reasons are valid from a behavioral viewpoint.

The Aut

304

305

E OF THE MANY REASONS PEOPLE GIVE FOR TURNING TO DAT USE/
ONSTRATED BY YOUR ABILITY TO:
ain reasons people give for DAT use/abuse.
he reasons are valid from a behavioral viewpoint.

The Authors

INTRODUCTION TO THE STUDENT DAT B

What's all the fuss about? Drugs, alcohol, and tobacco is what it's a

No matter where you live, chances are that every day or every week s
picked up and charged with D.W.I. (driving while intoxicated), or so
OD (overdose) of narcotics or drugs -- or dies from and OD -- or some
suffering from a bad trip. That's what it's all about.

This Student DAT Book is your personal property. All information whic
and yours alone. The teacher is asked to respect your right to keep c
have within your Student Book. If you wish to share it with other stud
do so. You may also want to discuss your book with your family. Th
are doing. This is a good way to keep the lines of communication ope

"Don't you have anything better to do than sit around and write this ju
critic wrote of the DAT material last year. Yes, of course, we have a
doing; but we are teachers interested and concerned about young peop
a good course of study for junior high school students. For two years
this material in schools in Dayton and Lima -- have cut, slashed, rev
again and again. They were revised with the help of students your ow
criticisms and suggestions for making improvements. Students your o
successful the same as those who are involved at the adult level desi

If your class, you, or your teacher want to change the stories or situa
school, be our guest. If you want to add something, discard somethi
ahead. The worth of this book is in your hands. So move on and have
others. Please keep in mind that you are a very important, beautiful
some right decisions about your "Own Thing."

If the course is to be of value for you, it should give you an opportuni
some ideas about behavior, and then help you make up your mind.

HAVE FUN !

INTRODUCTION TO THE STUDENT DAT BOOK

about? Drugs, alcohol, and tobacco is what it's about.

live, chances are that every day or every week someone in your community is
ed with D.W.I. (driving while intoxicated), or someone is hospitalized with an
rcotics or drugs -- or dies from and OD -- or someone is admitted to the hospital
trip. That's what it's all about.

ok is your personal property. All information which you write in this book is yours
ne teacher is asked to respect your right to keep confident such information you
dent Book. If you wish to share it with other students in the class, by all means
o want to discuss your book with your family. They too are interested in what you
good way to keep the lines of communication open.

thing better to do than sit around and write this junk?" This is what one young
AT material last year. Yes, of course, we have a lot of other things we could be
achers interested and concerned about young people. We have wanted to prepare
dy for junior high school students. For two years, we have experimentally taught
ools in Dayton and Lima -- have cut, slashed, revised, and rewritten the materials
hey were revised with the help of students your own age who had constructive
estions for making improvements. Students your own age want this program to be
as those who are involved at the adult level desire it to be.

or your teacher want to change the stories or situations to suit your own class or
t. If you want to add something, discard something, revise something, why go
f this book is in your hands. So move on and have fun learning about yourself and
p in mind that you are a very important, beautiful person, and it is possible to make
s about your "Own Thing."

e of value for you, it should give you an opportunity to learn some facts about drugs,
ehavior, and then help you make up your mind.

DRUGS, ALCOHOL, TOBACCO & HUMAN

TABLE OF CONTENTS

UNIT I DRUGS, ALCOHOL, AND TOBACCO: WHAT ARE THE FACT

A. STUDENTS CONCERNS ABOUT DAT IN SOCIETY . . .

B. HISTORICAL PERSPECTIVE OF DAT PROBLEMS. . . . .

C. DEVELOPMENT OF DRUG DEFINITION . . . .

D. DEVELOPMENT OF STUDENT UNDERSTANDING OF PU
USING DAT . . . .

E. DEVELOPMENT OF STUDENT UNDERSTANDING OF PHY
EFFECTS OF DAT ON CNS AND BODY . . . .

F. DEVELOPMENT OF STUDENT UNDERSTANDING OF PH
PSYCHOLOGICAL DEPENDENCE, TOLERANCE, AND WI

G. DEVELOPMENT OF STUDENT UNDERSTANDING OF ME
MEDICAL USES OF DAT AND NEED FOR CONTROLS . .

H. MORE THAN KNOWLEDGE OF EFFECTS OF DAT IS NE
ABUSE . . . .

RUGS, ALCOHOL, TOBACCO & HUMAN BEHAVIOR

TABLE OF CONTENTS

, ALCOHOL, AND TOBACCO: WHAT ARE THE FACTS

DENTS CONCERNS ABOUT DAT IN SOCIETY 1

TORICAL PERSPECTIVE OF DAT PROBLEMS. 8

ELOPMENT OF DRUG DEFINITION 13

ELOPMENT OF STUDENT UNDERSTANDING OF PURPOSES FOR
NG DAT 16

ELOPMENT OF STUDENT UNDERSTANDING OF PHYSIOLOGICAL
ECTS OF DAT ON CNS AND BODY 32

ELOPMENT OF STUDENT UNDERSTANDING OF PHYSICAL AND
CHOLOGICAL DEPENDENCE, TOLERANCE, AND WITHDRAWAL ILLNESS . . 44

ELOPMENT OF STUDENT UNDERSTANDING OF MEDICAL AND NON-
DICAL USES OF DAT AND NEED FOR CONTROLS 46

RE THAN KNOWLEDGE OF EFFECTS OF DAT IS NEEDED TO EXPLAIN
SE 50

UNIT II HUMAN BEHAVIOR: CAUSES, CONSEQUENCES, AND ALTE

A. CAUSES OF BEHAVIOR . . . .

B. JUDGMENTAL VERSUS CAUSAL THINKING . . . .

C. CONSEQUENCES OF HUMAN BEHAVIOR . . . .

D. INEFFECTIVE RESOURCES. . . . .

E. ALTERNATE RESOURCES. . . . .

F. DAT AS ALTERNATIVE RESOURCES . . . .

UNIT III IT IS UP TO YOU: THE DECISION IS YOURS, RIGHT OR WR

A. THE STUDENT'S PERSONAL VIEW OF DAT CONSEQUEN

B. DIFFERENT METHODS OF MAKING DECISIONS . . . . .

C. DECISION MAKING. . . . .

D. ALTERNATIVE RESOURCES AS POSITIVE CONSEQUENCES

E. EVALUATION OF REASONS FOR DAT USE/ABUSE. . . . .

SOME PARTING THOUGHTS . . . .

APPENDIX . . . .

IOR: CAUSES, CONSEQUENCES, AND ALTERNATIVES

BEHAVIOR 62

L VERSUS CAUSAL THINKING 79

NCES OF HUMAN BEHAVIOR 85

E RESOURCES. 96

RESOURCES. 99

ERNATIVE RESOURCES 104

U: THE DECISION IS YOURS, RIGHT OR WRONG

NT'S PERSONAL VIEW OF DAT CONSEQUENCES. 108

METHODS OF MAKING DECISIONS 110

MAKING. 114

E RESOURCES AS POSITIVE CONSEQUENCES 115

N OF REASONS FOR DAT USE/ABUSE. 122

. . . . 125

. . . . 127

UNIT I
DRUGS, ALCOHOL, AND TOBACCO: WHAT ARE THE FACTS

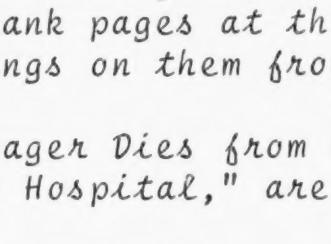
STUDENTS CONCERNS ABOUT DAT IN SOCIETY
Learning Activity A.1.

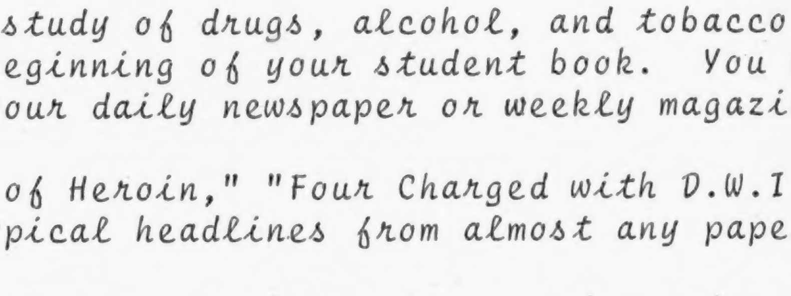
To introduce you to the study of drugs, alcohol, and tobacco,
two blank pages at the beginning of your student book. You ma
clippings on them from your daily newspaper or weekly magazine

"Teen-ager Dies from OD of Heroin," "Four Charged with D.W.I.,
to the Hospital," are typical headlines from almost any paper.

This is our way of helping you see what a large and growing pr

You should bear in mind that even with all the publicity about
downs, and the "mind expanding" drugs, alcohol is still the bi
on the highway, deaths resulting from associated illnesses, an
with crime are very well documented.





UNIT I
GS, ALCOHOL, AND TOBACCO: WHAT ARE THE FACTS

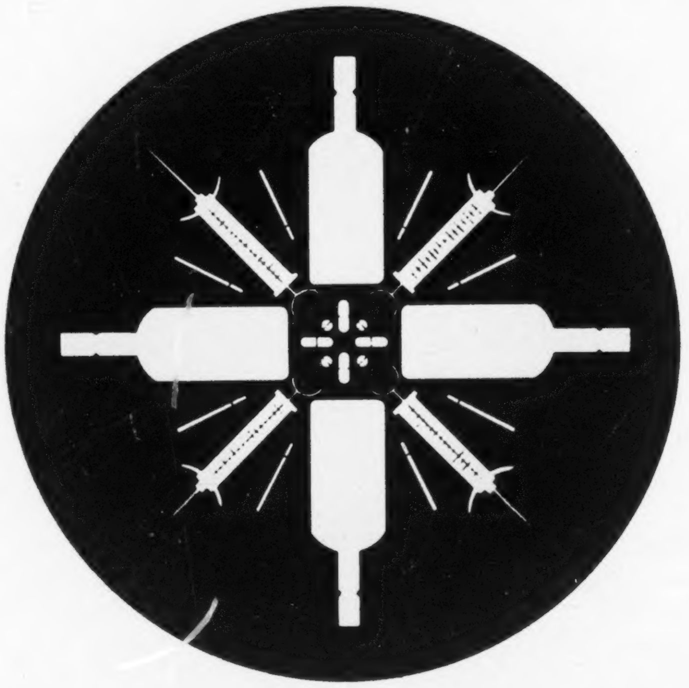
ABOUT DAT IN SOCIETY

the study of drugs, alcohol, and tobacco, DAT, we have provided
the beginning of your student book. You may glue or paste some
rom your daily newspaper or weekly magazines.

m OD of Heroin," "Four Charged with D.W.I.," "Bad Trip Sends Two
re typical headlines from almost any paper.

helping you see what a large and growing problem this is.

mind that even with all the publicity about narcotics, ups and
d expanding" drugs, alcohol is still the biggest problem. Deaths
ths resulting from associated illnesses, and alcohol's association
well documented.



Learning Activity A.1.
NEWSPAPER ARTICLES ON DAT

314

Learning Activity A.1.
MORE CLIPPINGS ON DAT

Learning Activity A.2.

In this particular activity we feel that you should be cerns that society has about DAT abuses, based upon th mates have collected. Other sources of information, su reports on TV and radio, and class discussions, are als to base your list.

List those various concerns society has today in the areas of DAT

316

ctivity we feel that you should be able to list a number of con-
as about DAT abuses, based upon the articles you and your class-
. Other sources of information, such as magazine articles, news
dio, and class discussions, are also excellent sources upon which

rns society has today in the areas of DAT abuse.

Learning Activity A.2.
SPACE FOR ADDITIONAL NOTES

Learning Activity A.2.
SPACE FOR ADDITIONAL NOTES

Learning Activity A.3.

In the previous exercises you were asked to prepare a series abuse and to list some interests and concerns society has ab

You should now be ready to do the exercise below. List any concerns you now have about some specific DAT substance. In of the question, interest, or concern you should put the spe substance.

Questions, Interests, or Concerns to Me (If you have more than five, list them on a separate loose-leaf sheet of paper and attach it to this page.)

1.

2.

3.

4.

5.

ercises you were asked to prepare a series of clippings about DAT
some interests and concerns society has about DAT use and abuse.

ready to do the exercise below. List any questions, interests, or
ave about some specific DAT substance. In the column to the right
nterest, or concern you should put the specific name of the DAT

or Concerns to Me (If you have more than five,
e loose-leaf sheet of paper and attach it to this

Specific Name
of DAT

____

____

____

____

____

HISTORICAL PERSPECTIVE OF DAT PROBLEMS
Learning Activity B.1.a.

In the previous exercise you have mentioned specific interes had about some DAT substances. In this activity you should a similar interest or concern. Your groups should not be la students. In researching the material for your report, have specific area, such as those suggested in the directions for that several pages follow this activity and should be used reports given by the other groups. You also may want to jo these groups upon completion of their reports.

In the space provided below, write a brief report on the specific DAT yo

The specific DAT we have chosen is ________________________________

WHERE, WHEN, AND WHY FIRST USED:

HOW AND WHEN INTRODUCED IN U.S.A.:

PROBLEMS WITH IT:

(The next two pages in the Student Book are provided for additional note

CTIVE OF DAT PROBLEMS
.a.

*xercise you have mentioned specific interests or concerns you have
T substances. In this activity you should join a group which has
t or concern. Your groups should not be larger than three to five
earching the material for your report, have each student take some
ch as those suggested in the directions for the exercise. Note
s follow this activity and should be used for taking notes from
the other groups. You also may want to jot down questions to ask
completion of their reports.*

d below, write a brief report on the specific DAT your group has been investigating.

have chosen is ____.

D WHY FIRST USED:

TRODUCED IN U.S.A.:

in the Student Book are provided for additional notes.)

Learning Activity B.1.b.
SPACE FOR ADDITIONAL NOTES ON STUDENT REPORTS

B.1.b.

IONAL NOTES ON STUDENT REPORTS

Learning Activity B.1.b.
SPACE FOR ADDITIONAL NOTES ON STUDENT REPORTS

Learning Activities B.2.a and b

The purpose of these two exercises is to help you to see that althoug of drugs are coming into existence, drugs and the drug problem are no drug problem is becoming more intensified with the unrest in society duction of new drug substances. Under drugs of recent origin you ma developed within the last fifty years as the new ones.

a. List as many different DAT Substances as you are able in the space provided bel

b. Place the drugs listed above into the appropriate columns below.

HISTORICAL (Before 1900)	RECENT ORIGIN (1900 to

B.2.a and b

hese two exercises is to help you to see that although many new types ing into existence, drugs and the drug problem are not new. Today's becoming more intensified with the unrest in society and the intro- rug substances. Under drugs of recent origin you may consider drugs the last fifty years as the new ones.

ferent DAT Substances as you are able in the space provided below.

listed above into the appropriate columns below.

RICAL (Before 1900)	RECENT ORIGIN (1900 to Present)

Learning Activity B.3.

After having listened to the reports given in class on the c society about DAT, rewrite below any questions and interests making any necessary changes in the initial responses you ga book.

Questions or Interests or Concerns to Me

1.

2.

3.

4.

5.

If these questions really bother you, you should rejoin a small group eith to talk about your questions.

d to the reports given in class on the current concerns of
ewrite below any questions and interests that you still have,
changes in the initial responses you gave on page of your

or Concerns to Me

Name of Specific DAT

y bother you, you should rejoin a small group either to do more research, or
ions.

DEVELOPMENT OF DRUG DEFINITION

Learning Activity C.1.

Your teacher will write a number of words on the chalkboard. You
these words written on the board into columns in your book, makin
of the substances named in one column are different in some way
column. Your choice should be based upon the similarity of the
particular item.

1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

G DEFINITION

ite a number of words on the chalkboard. You are to divide
on the board into columns in your book, making sure that all
med in one column are different in some way from in the other
should be based upon the similarity of the function for each

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Learning Activity C.2.

a. Looking at the substances in the two groups you formed on page 13 of yo
below what your reasons were for dividing them into these two groups.

b. From your class discussion, if necessary, revise the explanation that y ances in the two groups you formed on page 13 of your book, briefly explain sons were for dividing them into these two groups.

ussion, if necessary, revise the explanation that you gave above.

Learning Activity C.3.

Develop your definition of the term "drug," based upon your differences in the two groups of words on page 13 . *Your te the chalkboard a commonly-accepted definition for the whole should compare your definition with the one your teacher has board. See how close you came to a good definition of the*

My new definition of the word "drug" is:

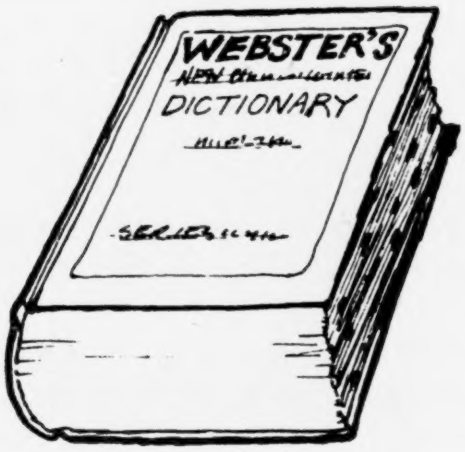
A commonly accepted definition is:

My revised definition is:

of the term "drug," based upon your explanation of the groups of words on page 13 . Your teacher will write upon ly-accepted definition for the whole class to see. You inition with the one your teacher has written on the chalk- ou came to a good definition of the term drug.

ord "drug" is:

ition is:



DEVELOPMENT OF STUDENT UNDERSTANDING OF PURPOSES FOR U
Learning Activity D.1.a

Read the Barney Ross Story.

THE MOST UNFORGETTABLE CHARACT

by: The Rev.
Reprinte
March,

He came limping into my tent on Guadalcanal one day late in 1942,
glazed by combat fatigue. I was used to rough-looking Marines,
He was old for a Marine; his thick hair was flecked with gray. Hi
was splashed across his face.

"You're the Catholic chaplain, aren't you?" he asked with a crook
I belong in the hospital tent, but I had to get out of there for a whi

"Glad to have you," I said. "Make yourself comfortable."

He wrapped several of my blankets around him and stretched out o
violently.

"I've got to get you back to the hospital," I told him. "You're ha
fever."

"No, no, Padre!" he protested. "I don't want the docs to see me
to stay with my outfit."

Such was my meeting with Barney Ross, the most courageous and g
whole life was a fight against odds. He fought his way out of the
world's lightweight and then welterweight champion in boxing. No

UNDERSTANDING OF PURPOSES FOR USING DAT

ry.

HE MOST UNFORGETTABLE CHARACTER I'VE MET

by: The Rev. Frederick P. Gehring, C.M.
Reprinted with permission from the
March, 1968, READERS DIGEST

on Guadalcanal one day late in 1942, his dark, shoe-button eyes
was used to rough-looking Marines, but this one was especially grim.
thick hair was flecked with gray. His skin was yellowed, his nose
.

, aren't you?" he asked with a crooked smile. "I'm Corporal Ross.
but I had to get out of there for a while. Mind if I keep you company?"

"Make yourself comfortable."

nkets around him and stretched out on my cot. Soon he was shaking

he hospital," I told him. "You're having a bad attack of malaria

ed. "I don't want the docs to see me when I get these chills. I want

rney Ross, the most courageous and generous man I ever knew. Barney's
t odds. He fought his way out of the Chicago slums to become the
welterweight champion in boxing. Now he was fighting the Japanese in

one of the grimmest struggles of the war. The marines, clinging preca
Guadalcanal, were subjected by day to constant air attacks and banza
Express -- as the Marines called the enemy fleet -- would sweep past
lines and to land reinforcements.

Only a week before I met him, Barney and four other Marines had run i
patrol along the Matanikau River. In a fierce fire fight, the other four
jured. They found refuge in a shell hole, where Barney, although even
ceeded to hold off the enemy force alone, two of his wounded compani
When reinforcements finally rescued them, the Marines had been in th
them lay 22 enemy dead. Two of the Marines had died, and the other
Barney had shrapnel in his leg and side, and was shaking with fever.

Rock of Faith. For all his fighting heart, Barney was a gentle and dev
Orthodox Jewish faith was the rock that sustained him and enabled him
would have crushed other men. One night he showed me some religiou
tried to read them when lulls in the fighting permitted. "I used to read
he said with a grin. "But my managers, Sam Pian and Art Winch, hid t
came around. They figured I'd get a reputation as a softie."

Long before the word "ecumenism" was talked about, Barney was pract
Shortly before Christmas, I mentioned to Barney that I didn't have anyo
night Mass. "I play the piano a little, Father," he said. "I think I c

That Christmas Eve, several hundred men of all faiths knelt in the mud
makeshift altar. In the darkness we could hear the crackle of gunfire
filtrate the Marine perimeter. While I murmured the ancient Latin ritua
organ. "Silent Night" never sounded more hauntingly beautiful than it
by a wounded Jewish Marine on the battered little organ amid the soun

Two weeks later, Barney and 30 other casualties were evacuated to the
New Hebrides. Always small (his top fighting weight was 147 pounds)
was suffering from wounds and illness that would torment him for the r

ruggles of the war. The marines, clinging precariously to one little corner of bjected by day to constant air attacks and banzai charges; by night, the Tokyo ines called the enemy fleet -- would sweep past to bombard the thin American orcements.

net him, Barney and four other Marines had run into a much larger Japanese ikau River. In a fierce fire fight, the other four Marines were seriously inuge in a shell hole, where Barney, although eventually wounded himself, proenemy force alone, two of his wounded companions loading while he fired. inally rescued them, the Marines had been in their hole for 13 hours. Around d. Two of the Marines had died, and the other two had to undergo amputations. his leg and side, and was shaking with fever.

his fighting heart, Barney was a gentle and devout religious man. His was the rock that sustained him and enabled him to overcome calamities that her men. One night he showed me some religious books and told me that he n lulls in the fighting permitted. "I used to read them even at my fight camps," "But my managers, Sam Pian and Art Winch, hid them when the sportswriters gured I'd get a reputation as a softie."

"ecumenism" was talked about, Barney was practicing true religious brotherhood. as, I mentioned to Barney that I didn't have anyone to play the organ for midhe piano a little, Father," he said. "I think I can handle an organ."

everal hundred men of all faiths knelt in the mud outside a tent containing the e darkness we could hear the crackle of gunfire as the Japanese tried to inrimeter. While I murmured the ancient Latin ritual, Barney played carols on the " never sounded more hauntingly beautiful than it did that starlit night, played Marine on the battered little organ amid the sounds of war in the South Pacific.

ey and 30 other casualties were evacuated to the rest island of Efate in the s small (his top fighting weight was 147 pounds), he had lost 30 pounds. He unds and illness that would torment him for the rest of his life.

So Mother Wouldn't Know. Life was a fight for Barney from the beginning.
he was one of six children of immigrant Russian parents. When he was 14,
scholar reduced to running a little grocery store in Chicago's ghetto, was k
holdup men, and his mother suffered a nervous breakdown. The younger chi
orphanage; Barney and an older brother were placed with a cousin.

Neglected, Barney dropped out of school, began running errands for Al Capo
mobsters. Inevitably he became involved in the street fights of the slums.
undernourished, he was tough and quick, and it wasn't long before he found
amateur. He fought hundreds of amateur bouts, pawning the medals and wri
help support his scattered family. Finally, he turned professional. He we
"Ross" so that his mother wouldn't know he was fighting. She found out ev
her initial shock and anger faded when she learned that Barney's ring earnir
fund to reunite the family.

A flashy, speedy boxer, Barney rose steadily to the top. Swarming all over
volleys of punches with machine-gun rapidity, he beat a long string of top-
in June, 1933, he took the lightweight championship from Tony Canzoneri.
almost an anticlimax," he told me later. "My big thrill came a few weeks
was when I was able to take the younger kids out of the orphan asylum and

After beating Canzoneri again, Barney challenged Jimmy McLarnin, the hard
champion, who outweighed him by ten pounds. In a wild fight that had 60,
through most of the 15 rounds, the slim Ross outpunched McLarnin to add th
his laurels.

On Top of the World. After years of hardship and the cruel punishment of th
kid from the slums was on top of the world. For the first time in his life he
and he spent it freely. He gave generously to charities, helped out friends
recklessly. Before long he became known as the softest touch in sports.
usually lost.

w. Life was a fight for Barney from the beginning. Born Barney Rasofasky,
en of immigrant Russian parents. When he was 14, his father, a Talmudic
ng a little grocery store in Chicago's ghetto, was killed by two gun-happy
ther suffered a nervous breakdown. The younger children were sent to an
n older brother were placed with a cousin.

ped out of school, began running errands for Al Capone and other big-time
became involved in the street fights of the slums. Although scrawny and
tough and quick, and it wasn't long before he found himself boxing as an
dreds of amateur bouts, pawning the medals and wristwatches he won to
ed family. Finally, he turned professional. He went under the name of
er wouldn't know he was fighting. She found out eventually, of course, but
ger faded when she learned that Barney's ring earnings were going into a
y.

Barney rose steadily to the top. Swarming all over opponents, firing
machine-gun rapidity, he beat a long string of top-notch fighters, until,
he lightweight championship from Tony Canzoneri. "Winning the title was
he told me later. "My big thrill came a few weeks before the fight. That
take the younger kids out of the orphan asylum and reunite them with Mom."

again, Barney challenged Jimmy McLarnin, the hard-hitting welterweight
ed him by ten pounds. In a wild fight that had 60,000 onlookers standing
ounds, the slim Ross outpunched McLarnin to add the welterweight title to

ter years of hardship and the cruel punishment of the prize ring, the skinny
on top of the world. For the first time in his life he was making big money,
He gave generously to charities, helped out friends from the ghetto, tipped
he became known as the softest touch in sports. He played the horses and

Still, he was fighting and winning, and the money kept rolling in. Barney's
seemed to pull the close fights. During the sixth round of his third match w
his left thumb. Despite agonizing pain, Barney kept punching for nine more

Barney's greatest display of courage in the ring came in his last fight, on t
He faced "hammering Henry" Armstrong, who had won the featherweight and
was challenging for the welterweight crown. At the age of 28, and after ni
Barney was nearing the end of the line. His nimble legs had lost some of t
sixth round his arms suddenly seemed to leaden. With Armstrong stepping
pummeling, Barney reeled almost defenselessly, round after round.

At the end of the 11th, referee Arthur Donovan went to Ross's corner. "I'm
stop it," he said.

"No, no." Barney begged. "Let me finish."

Barney stayed on his feet through four more rounds -- to the end of the figh
that he absorbed over 1,000 Armstrong punches. "Why didn't you quit whe
it?" they asked him. "You might have been killed."

"A champ's got the right to choose the way he goes out," Barney mumbled t

Bitter Harvest. Barney earned over a half-million dollars in his ring career
when he finished. His loans to friends, his charities and the ponies ate it
popular cocktail lounge in Chicago, but he picked up too many tabs and sta
on their luck to hold onto any money. "He was always around when people
writer Jimmy Cannon said.

When the Japanese attacked Pearl Harbor, Barney was 31, overage for milit
new bride, a lovely dancer named Cathy Howlett. Nevertheless, he badge
Washington into granting him a waiver to enlist in the Marines and got into

and winning, and the money kept rolling in. Barney's fierce courage always
se fights. During the sixth round of his third match with McLarnin, he broke
te agonizing pain, Barney kept punching for nine more rounds -- and won.

lay of courage in the ring came in his last fight, on the night of May 31, 1938.
Henry" Armstrong, who had won the featherweight and lightweight titles and
e welterweight crown. At the age of 28, and after nine years as a professional,
e end of the line. His nimble legs had lost some of their bounce, and in the
uddenly seemed to leaden. With Armstrong stepping up his perpetual-motion
led almost defenselessly, round after round.

, referee Arthur Donovan went to Ross's corner. "I'm sorry, champ, I've got to

gged. "Let me finish."

eet through four more rounds -- to the end of the fight. Sportswriters estimated
1,000 Armstrong punches. "Why didn't you quit when the ref wanted to call
"You might have been killed."

ht to choose the way he goes out," Barney mumbled through puffed lips.

earned over a half-million dollars in his ring career, yet he had almost nothing
s loans to friends, his charities and the ponies ate it up. For a while he ran a
e in Chicago, but he picked up too many tabs and staked too many friends down
nto any money. "He was always around when people were in jams," sports-
aid.

tacked Pearl Harbor, Barney was 31, overage for military service, and he had a
ancer named Cathy Howlett. Nevertheless, he badgered high officials in
ing him a waiver to enlist in the Marines and got into combat duty.

His Guadalcanal ordeal made him a front-page personality all over again.
Star, parades, and a visit to the White House, where President Roosevelt
to know you." It also brought him the bitter harvest of drug addiction; he
he was evacuated from Guadalcanal to Leyte that well-meaning medical c
syrettes of morphine - a kindness that eventually made him tragically dep

On my return from the Pacific, I visited Barney in Los Angeles, where he a
his discharge, and was shocked at his appearance. He was puffy and hol
she'd been trying to get him to go to a Navy hospital, but he wouldn't. H
addiction that he couldn't bear to tell anyone about it. To keep his secre
York advertising agency and contrived excuses to keep Cathy out West.
divorce him, he was too desperate and confused to act.

"Your Old Organ Player." My work for the Vincentian Mission kept me sh
and New York during this period, and I saw Barney often. It was obvious
didn't know enough about the symptoms of drug addiction to realize that h
compounded by something more sinister.

Muddled and despondent as he often was, Barney still performed many act
at a Marine Corps reunion in New York, his eyes sparkled as he told me o
had performed the night before. An old, nearly blind Medal of Honor winn
turned out of his hotel because of inability to pay $100 in back rent. Barr
proudly marched the ailing old man back in. "Where did you get the mone
Barney was broke. "Borrowed it from a guy in the meat business," he sa

In November, 1946, Barney picked up a newspaper in his office and read t
granted a provisional divorce. A few hours later, the stunning news came
had turned himself in as a drug addict and asked for voluntary commitment
center in Lexington, Kentucky. He called me that night. "You heard the
"I guess you must be ashamed of your old organ player."

"I'm only ashamed that I didn't realize what your trouble was," I answered
going to lick this thing."

al made him a front-page personality all over again. It earned him the Silver
visit to the White House, where President Roosevelt told him, "It's an honor
brought him the bitter harvest of drug addiction; he was in such torture when
n Guadalcanal to Leyte that well-meaning medical corpsmen gave him extra
- a kindness that eventually made him tragically dependent on the painkiller.

Pacific, I visited Barney in Los Angeles, where he and Cathy had settled after
as shocked at his appearance. He was puffy and hollow-eyed. Cathy told me
et him to go to a Navy hospital, but he wouldn't. He was so ashamed of his
dn't bear to tell anyone about it. To keep his secret, he took a job with a New
cy and contrived excuses to keep Cathy out West. When she threatened to
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er." My work for the Vincentian Mission kept me shuttling between Philadelphia
his period, and I saw Barney often. It was obvious that he was not well, but I
bout the symptoms of drug addiction to realize that his war ailments had been
hing more sinister.

ent as he often was, Barney still performed many acts of kindness. One night
nion in New York, his eyes sparkled as he told me of a mitzvah (good deed) he
ht before. An old, nearly blind Medal of Honor winner of World War I had been
l because of inability to pay $100 in back rent. Barney had paid the rent, and
iling old man back in. "Where did you get the money?" I asked, knowing that
Borrowed it from a guy in the meat business," he said.

arney picked up a newspaper in his office and read that Cathy Ross had been
divorce. A few hours later, the stunning news came over the radio that Barney
as a drug addict and asked for voluntary commitment to the government narcotics
Kentucky. He called me that night. "You heard the news?" he asked sadly.
ashamed of your old organ player."

at I didn't realize what your trouble was," I answered. "But, believe me, you're
ng."

"I've *got* to," he said. "It's the only way I can get Cathy back."

Help for the Hooked. I visited Barney at Lexington a month later. He was gaunt Ross smile was as big as the moon. Next to his bed were the same religious boo me in the Pacific. Around his neck were the two emblems he wore night and day - Mezuzah and a Catholic medal I had given him on one of his worst nights on Gua on these books and medals that I will never pick up a hypodermic needle again," And he never did, even though pain was to remain a dark shadow that never left h

After four months at Lexington, the doctors told him that he had won his greatest charged him. He returned to his advertising job. Within two years, he and Cath The movies bought his life story, and he used that money and earnings from refer debts he had incurred while on narcotics. His malaria returned periodically, he aches and his old leg wound, but he grimly resisted a return to dope. In fact, he crusader against it.

In speeches before civic and service organizations, and in testimony before gove he gave his painfully-won advice on how to fight addiction. But his greatest sat cases where he was personally able to save a "hooked" youngster.

I particularly remember one Bronx boy named Charlie, because Barney took me al boy tearfully insisted that he would do "anything" to kick the habit. I expected sympathy. Instead he tore into the youngster with a merciless tongue-lashing.

"Why were you so hard on the boy?" I asked him later.

"Once you become an addict you become a con man," Barney explained. "The ad kinds of tearful excuses and glib promises. Only an ex-addict understands this, the addict can't fool."

Barney's successful effort with Charlie and others convinced him that the ex-add valuable resource that could be used to combat dope. He proposed that rehabilit

It's the only way I can get Cathy back."

isited Barney at Lexington a month later. He was gaunt and pale, but the the moon. Next to his bed were the same religious books he had shown his neck were the two emblems he wore night and day -- his silver Hebrew medal I had given him on one of his worst nights on Guadalcanal. "I swear s that I will never pick up a hypodermic needle again," he said fervently. ough pain was to remain a dark shadow that never left him.

gton, the doctors told him that he had won his greatest battle, and dis- to his advertising job. Within two years, he and Cathy were remarried. e story, and he used that money and earnings from refereeing fights to repay le on narcotics. His malaria returned periodically, he suffered from head- nd, but he grimly resisted a return to dope. In fact, he became a great

and service organizations, and in testimony before government committees, advice on how to fight addiction. But his greatest satisfaction came from nally able to save a "hooked" youngster.

e Bronx boy named Charlie, because Barney took me along to see him. The he would do "anything" to kick the habit. I expected Barney to react with e into the youngster with a merciless tongue-lashing.

the boy?" I asked him later.

ict you become a con man," Barney explained. "The addict can give you all nd glib promises. Only an ex-addict understands this, and he's one person

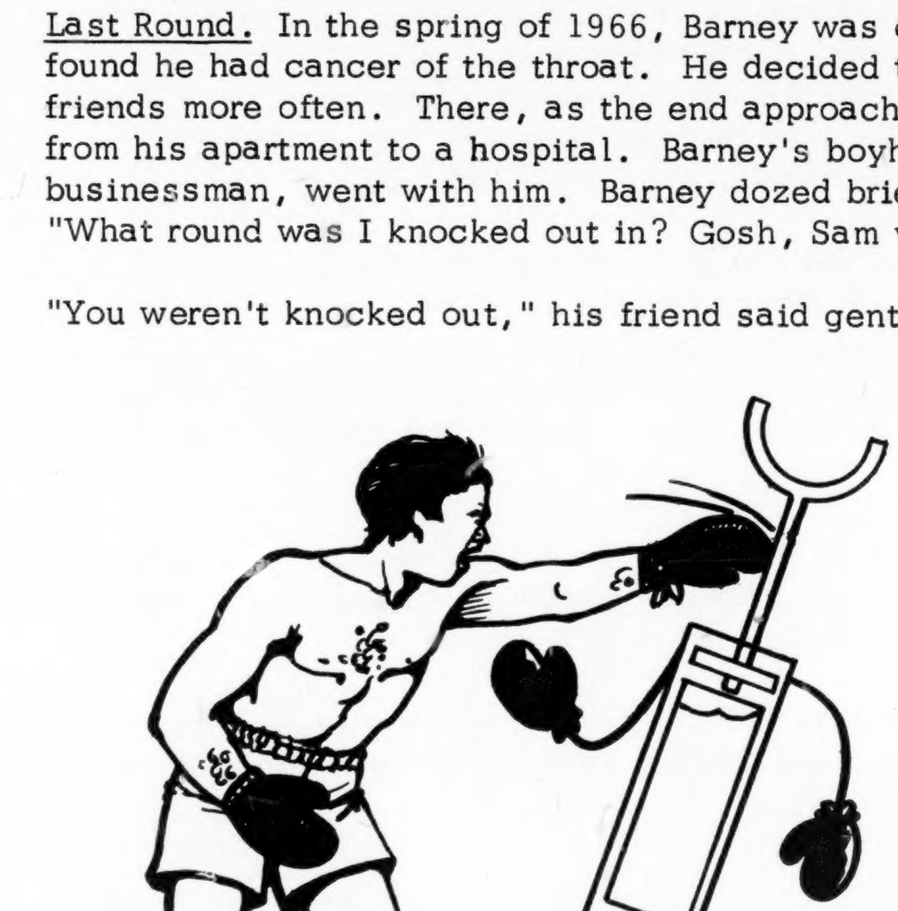
t with Charlie and others convinced him that the ex-addict was the most uld be used to combat dope. He proposed that rehabilitation centers be set

up that would be staffed and run entirely by former addicts -- a seemingly
but one which is now meeting with growing success.

Last Round. In the spring of 1966, Barney was confronted by the first foe
found he had cancer of the throat. He decided to return to Chicago where
friends more often. There, as the end approached, the doctor ordered an a
from his apartment to a hospital. Barney's boyhood friend, Ira Colitz, now
businessman, went with him. Barney dozed briefly in the ambulance. Sud
"What round was I knocked out in? Gosh, Sam will feel awful, he never wa

"You weren't knocked out," his friend said gently. "And you never were a

1. Why did Barne
to alter his mi

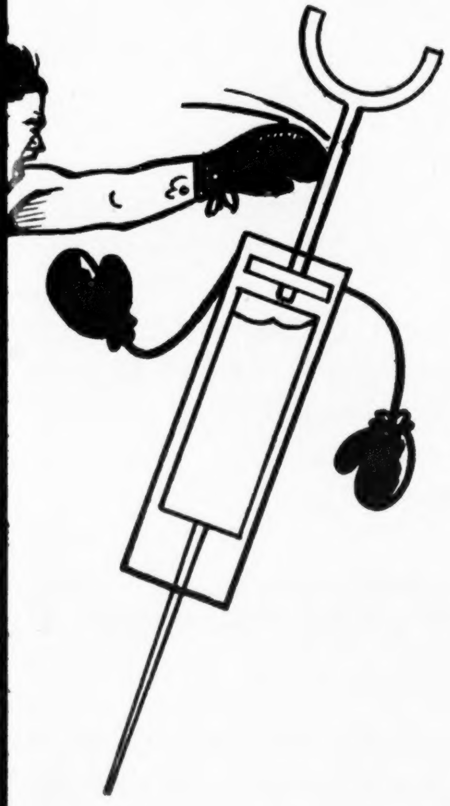


349

d and run entirely by former addicts -- a seemingly radical suggestion then,
eeting with growing success.

ing of 1966, Barney was confronted by the first foe he couldn't beat. Doctors
the throat. He decided to return to Chicago where he could see his family and
ere, as the end approached, the doctor ordered an ambulance to take Barney
hospital. Barney's boyhood friend, Ira Colitz, now a prominent Chicago
h him. Barney dozed briefly in the ambulance. Suddenly, he awoke and asked,
cked out in? Gosh, Sam will feel awful, he never wanted to manage a loser."

ut," his friend said gently. "And you never were a loser."



1. Why did Barney Ross first use drugs, to alter his mind or body?

Learning Activities D.1.b, c, and d

b. Reread or recall the magazine articles, newspaper clippings, and histori
book exercises on pages 1, 2, and 3 , and from these list a number of r
wanting to alter their minds and bodies by using DAT.

c. Listen to the Art Linkletter tape and list the reasons why Dianne Linklett

d. After having read the Jackie Robinson, Jr. story, list the reasons why he c, and d

azine articles, newspaper clippings, and historical information from the
1, 2, and 3 , and from these list a number of reasons people give for
nds and bodies by using DAT.

er tape and list the reasons why Dianne Linkletter took drugs.

kie Robinson, Jr. story, list the reasons why he took drugs.

Learning Activity D.1.d.

Read the Jackie Robinson, Jr. Story.

JACKIE ROBINSON, JR. - ADDICT, THEN HEA

by: Bob Johnson,
This is an ar
permission fr
MAVERICK SC
BEFORE HIS I

EDITOR'S NOTE--Just three weeks ago, Jackie Robinson, Jr., died in a
ended a young and turbulent life, one of rebellion and drug addiction,
potential. In the following, the boy's father, Jackie Robinson, membe
tells how it is "to lose a boy, to find, and lose him again."

Jack thought life was a bad deal. He dropped out. He turned on. He
finally, as kids say, he got his head together.

He was like a lot of boys -- except that his father was Jackie Robinso
black player in major league baseball, successful business executive.

Like a lot of fathers, Jackie Robinson found that his success was usel
It even hurt.

Those are among the things Robinson reflects on now that his son is de

"You know, you just don't lose a boy after finding him, lose him again
Robinson says.

nson, Jr. Story.

JACKIE ROBINSON, JR. - ADDICT, THEN HEALER

by: Bob Johnson, AP Sports editor
This is an article reprinted with
permission from the Associated Press.
MAVERICK SON REJOINED FAMILY ...
BEFORE HIS DEATH

ree weeks ago, Jackie Robinson, Jr., died in a car crash. The tragedy
lent life, one of rebellion and drug addiction, and one of great hope and
ing, the boy's father, Jackie Robinson, member of baseball's Hall of Fame,
a boy, to find, and lose him again."

bad deal. He dropped out. He turned on. He became a drug addict. But
got his head together.

s -- except that his father was Jackie Robinson, college football star, first
ague baseball, successful business executive.

ckie Robinson found that his success was useless in dealing with his son.

ngs Robinson reflects on now that his son is dead.

n't lose a boy after finding him, lose him again, and not really feel it,"

But there are other reflections of Jack Robinson, Jr. that hurt less. The letter from
addict who wrote that Jack Jr. helped him find a new perspective on life. The visit
old addict who said that, in trying to help him, Jack Jr. often seemed to be 33 and
only 24.

"It kind of took some of the pain away to see the contributions he had made," Robi

YOUNG JACK died on June 17 when his car hit a parkway railing. He was working
organization that had saved him. He counseled addicts and his big current project
a benefit jazz concert at his parents' home.

The Robinsons thought it over, and going ahead with the concert seemed to be the

So on a sunny summer afternoon, just five days after the funeral, the green lawns
home were filling with people.

Some brought blankets to sit on. Some brought umbrellas to sit under. Some found
circling trees. The people were white and they were black. They were middle-age
young.

They came from New York City and the drab houses down near the Stamford railroad
right here in the neighborhood, North Stamford, where the houses nestled among w
ponds and just about the first thing the kids tell the new kids moving in is: Jackie
here.

AFTER THE musicians began to play under a pavilion by a lake, with a teen-age flu
jazz runs on his silver pipe, Jackie looked out beyond the crowd and recalled from
he had lost a son, found him, and lost him again.

"I think it started a long, long time ago," Robinson said. "When he resented peo
about his father. He was very young, you know, and it built up something in him,
of a sudden he rebelled against it, and it came about after he developed some pote
Leaguer."

ns of Jack Robinson, Jr. that hurt less. The letter from the 40 year-old
r. helped him find a new perspective on life. The visit from the 33 year-
trying to help him, Jack Jr. often seemed to be 33 and he, the addict,

pain away to see the contributions he had made," Robinson said.

7 when his car hit a parkway railing. He was working with the drug
him. He counseled addicts and his big current project was organizing
parents' home.

er, and going ahead with the concert seemed to be the right thing to do.

noon, just five days after the funeral, the green lawns of the Robinson
le.

t on. Some brought umbrellas to sit under. Some found space under en-
were white and they were black. They were middle-aged and they were

ity and the drab houses down near the Stamford railroad station and from
od, North Stamford, where the houses nestled among wooded ridges and
st thing the kids tell the new kids moving in is: Jackie Robinson lives

to play under a pavilion by a lake, with a teen-age flutist trilling mad
, Jackie looked out beyond the crowd and recalled from the beginning how
n, and lost him again.

ong time ago," Robinson said. "When he resented people talking to him
ery young, you know, and it built up something in him, I think, and all
inst it, and it came about after he developed some potential as a Little

Branch Rickey, boss of the old Brooklyn Dodgers, had hand-picked J
and Jackie used to tell his son "That I thought he had the kind of ab
about."

But the kids on the ball teams razzed him, and the adults kept comp

"There was always that comparison," Jackie said, "and even though
deal of warmth and a great deal of love between us, the pressure sta
all of a sudden, he, you know, just kind of started to pull away."

JACKIE SMILED wryly and went on in his husky, high voice.

"He decided, as he told us, that he was going to be best at somethi
cause he knew I wasn't a good pool shooter and he was going to hav
trounce me -- he really was pretty good at it."

But beating his dad at pool wasn't enough. By now Jack Jr. was a te

"He was always out, not happy at home, very sullen, very quiet. A
wanted to go into the service."

One day he came home from New York and boasted that he and a frie

"We questioned him about it," Robinson said, "and like many young
don't care what you say, I like the taste of it. I know it's not going
not going to go on to heroin.'"

Jackie dropped out of high school at 17, enlisted in the Army and wa
serving in the First Infantry Division.

"I don't think he took heroin over there, but he knew how accessible
got it," Robinson said.

ld Brooklyn Dodgers, had hand-picked Jackie to integrate baseball, on "That I thought he had the kind of ability that Mr. Rickey talked

ns razzed him, and the adults kept comparing him to his dad.

parison," Jackie said, "and even though at that time there was a great eal of love between us, the pressure started to get real hard on him and w, just kind of started to pull away."

nt on in his husky, high voice.

that he was going to be best at something ... and he took up pool be- od pool shooter and he was going to have something so he could really pretty good at it."

asn't enough. By now Jack Jr. was a teen-ager and rebelling openly.

ppy at home, very sullen, very quiet. And the next thing you know he e."

New York and boasted that he and a friend had smoked marijuana.

," Robinson said, "and like many young kids today he kept saying: 'I ke the taste of it. I know it's not going to affect me, I'm strong, I'm '"

chool at 17, enlisted in the Army and was wounded in Vietnam while Division.

over there, but he knew how accessible it was and how easily the kids

But there was no question that Jack Jr. smoked pot in Vietnam and was still on it when he at 19. And he still was obsessed by the desire to excel. This time, he chose crime. Wi of Stamford boys he tried everything from stealing hub caps to burglary.

"You name it," his father said, "they were doing it."

THE ROBINSONS knew things weren't right with Jack, but they didn't know what was wron really didn't recognize the kind of problems that he had," Robinson said.

"During that period of time, we would question him and talk to him but, as he told us late just so easy, as so many parents are, in terms of dealing with the problem, of dealing wi you know, kids and parents -- he could tell us anything and we'd believe it."

Among things Jack did not tell his parents was that he had started using heroin.

His father thinks it happened when pot lost its kick for him. "You go to a party and you'r juana and everybody's having so much fun and the marijuana does nothing to you and you join in -- and you're on the heroin kick."

Jack ran away to Colorado, where he had been stationed for a while in the army. He work tables in the gambling joint. The Robinsons found him and made several trips to talk to h began to drift back and forth between Stamford and Colorado.

"He'd go out for two months and be perfectly clear of heroin." Robinson said. "Then he' back to Stamford and get back on it again."

At last he was arrested and charged with possession of narcotics and a pistol. The judge to undergo treatment for drug addiction.

HE WENT to Daytop, Inc., a rehabilitation center at Seymour, Connecticut. Daytop is he reformed addict, Kenneth Williams, and his assistants are other addicts who have kicked

Jack Jr. smoked pot in Vietnam and was still on it when he came home sed by the desire to excel. This time, he chose crime. With a gang thing from stealing hub caps to burglary.

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veren't right with Jack, but they didn't know what was wrong. "We d of problems that he had," Robinson said.

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his parents was that he had started using heroin.

vhen pot lost its kick for him. "You go to a party and you're on mari- so much fun and the marijuana does nothing to you and you want to roin kick."

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d be perfectly clear of heroin." Robinson said. "Then he'd come on it again."

arged with possession of narcotics and a pistol. The judge ordered him ddiction.

ehabilitation center at Seymour, Connecticut. Daytop is headed by a iams, and his assistants are other addicts who have kicked the habit.

Because they have been through the agony of going off dope, the Dayt
make certain the addicts want to be cured. They strip them to essenti
try to rebuild them. They discovered the only thing Jack still liked ab
and moustache. They made him shave.

Williams warned the Robinsons that Jack might try to leave in two or t
have to "tell him if he comes home you're going to revoke his parole a
he's going to stay there."

That scared Jack because his father was a member of the state parole
guys on the street as its toughest member, although Robinson says tha

But it didn't scare enough. Six months after entering Daytop he was a
charged with using a female for immoral purposes. This time the court
years in prison -- but suspended the sentence and ordered him back to

"It was always our contention that Jackie wanted to be arrested," Robi
he keep on going back to the same place where he was broken the firs
know him, and everybody else."

JACK MADE IT through the Daytop program. Williams became a secon
assistant regional director of Daytop, and his goal was to establish hi

"From 21 or so until 24 he began to find himself, and we had him back
we were a family," his father said.

"Last Thanksgiving for the first time in I don't know how many years t
And it just kind of brought us all back into proper focus and everything

And that's the way it was at 2:20 a.m. on June 17 when Jack's car hit
Parkway at a speed that threw the engine 200 feet from the frame.

through the agony of going off dope, the Daytop people are tough; they
want to be cured. They strip them to essentials and of vanity and they
ey discovered the only thing Jack still liked about himself was his beard
ade him shave.

binsons that Jack might try to leave in two or three weeks and that they would
omes home you're going to revoke his parole and put him in jail and this time
."

e his father was a member of the state parole board and was known to the
toughest member, although Robinson says that isn't so.

gh. Six months after entering Daytop he was arrested in a Stamford hotel and
nale for immoral purposes. This time the court sentenced him to two to four
uspended the sentence and ordered him back to Daytop.

ention that Jackie wanted to be arrested," Robinson said, "or why else would
o the same place where he was broken the first time ... where the police
y else."

he Daytop program. Williams became a second father to him. Jack became
tor of Daytop, and his goal was to establish his own center in Stamford.

e began to find himself, and we had him back for just a year where you know,
father said.

he first time in I don't know how many years the whole family was together.
ht us all back into proper focus and everything was going very beautifully."

s at 2:20 a.m. on June 17 when Jack's car hit a guardrail along the Merritt
threw the engine 200 feet from the frame.

"I have to think that he went to sleep," his father said, "because he had bee long hours into the jazz program. And you talk to Kenny -- in fact, I asked h says you could rest assured he was not on dope."

And asked, Williams said it again: "He was definitely off drugs. He fought challenge, and he was on the road to try to do good."

At Jack's funeral, one of the eulogies had referred to him as a "beautiful blac Williams had picked up the phrase in opening the jazz concert.

Robinson thought it was fitting. He was trying so desperately to get people t Black people mainly, it was his spirit.

sleep," his father said, "because he had been putting so many
n. And you talk to Kenny -- in fact, I asked him about it, and Kenny
was not on dope."

ain: "He was definitely off drugs. He fought that battle, he met that
oad to try to do good."

logies had referred to him as a "beautiful black brave warrior," and
ase in opening the jazz concert.

. He was trying so desperately to get people to understand themselves,
s spirit.

364

Learning Activity D.2.

In the space below list your own ideas about why you think people use DAT bodies. Try to make these different from the ones you listed on page 23.

).2.

list your own ideas about why you think people use DAT to alter their minds and
ke these different from the ones you listed on page 23 .

Learning Activities D.3.a and b

a. Here are seven reasons some people give for taking drugs.
Place the seven reasons for drug use in the proper category below

(1) Forget his troubles
(2) Stay awake
(3) Feel brave
(4) See things never seen before
(5) Be less uptight
(6) Go to s
(7) New ex

b. Place into the proper category the reason you think Barney Ross us

	HALLUCINATE (distort)	STIMULATE (excite
a. Seven Reasons		
b. Barney Ross		

a and b

ns some people give for taking drugs.
ons for drug use in the proper category below.

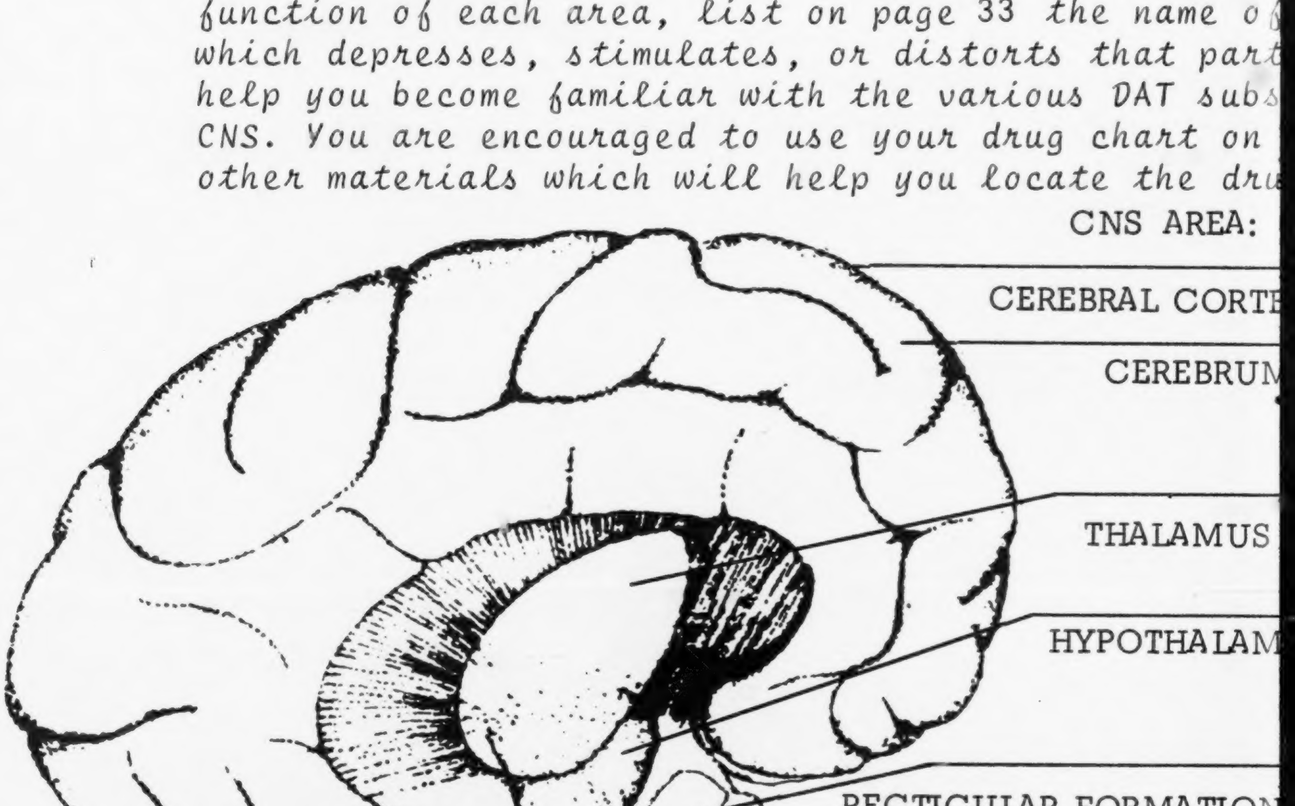
bles
(3) Feel brave
(4) See things never seen before
(5) Be less uptight
(6) Go to sleep
(7) New experiences

category the reason you think Barney Ross used drugs to alter his body or mind.

LUCINATE (distort)	STIMULATE (excite)	DEPRESS (relax)

DEVELOPMENT OF STUDENT UNDERSTANDING OF PHYSIOLO
Learning Activity E.1.

After looking over the diagram of the CNS (Centra
function of each area, list on page 33 the name o
which depresses, stimulates, or distorts that part
help you become familiar with the various DAT subs
CNS. You are encouraged to use your drug chart on
other materials which will help you locate the dru


CNS AREA:
CEREBRAL CORTE
CEREBRUM
THALAMUS
HYPOTHALAM
RECTICULAR FORMATION
PONS
BRAIN STEM
MEDULLA OBLONGATA
SPINAL CORD

NT UNDERSTANDING OF PHYSIOLOGICAL EFFECTS OF DAT ON CNS AND BODY

diagram of the CNS (Central Nervous System) Area and the
list on page 33 the name of the drug substance (or drug)
lates, or distorts that particular area. This activity should
ar with the various DAT substances and how each affects the
d to use your drug chart on page 133 of your notebook or any
will help you locate the drug and its effects on the CNS.

CNS AREA:	FUNCTIONS:
CEREBRAL CORTEX	Outer cover of the brain
CEREBRUM	Regulates memory, speech, thought, touch, pressure, position and movement
THALAMUS	Relays impulses from one part of brain to another
HYPOTHALAMUS	Controls emotions, appetite, and secretions of hormones from glands
RECTICULAR FORMATION	Closely associated with hypothalamus; activates the rest of the brain, and regulates awareness
PONS	Connecting tissue between the cerebrum and the cerebellum
RAIN STEM	Upward extension of the spinal cord
ULLA OBLONGATA	Regulates swallowing, breathing, heart beat, blood flow, cough center
L CORD	Associated with reflex action; conducts messages to and from brain

DEPRESSED BY:	STIMULATED BY:	

STIMULATED BY:	DISTORTED BY:

Learning Activity E.2 (Alternate)

FILMS:
1. Drugs and the Nervous System
2. Narcotics - The Inside Story

We are suggesting that you and your classmates view these two fi
of DAT on the nervous system.

It is an alternative exercise because some schools may not have t
agency may not have them on hand when they are wanted.

As you are watching the films, refer to page 33 of your book.

There are some errors in both films. See if you can spot these. V
refer to them for the discussion of the film.

Alternate)

d the Nervous System
s - The Inside Story

you and your classmates view these two films for information about the effects
system.

rcise because some schools may not have the money to buy them, or a rental
hem on hand when they are wanted.

e films, refer to page 33 of your book.

n both films. See if you can spot these. Write them down so that you may
scussion of the film.

Learning Activity E.3.

On each of the pages 36 - 43 , is an illustration of the human body sh
particular DAT substance affects it. You are to write in the names o
types or kinds of that particular drug, then describe its effects on
probable effects on human behavior, and finally the slang terms given

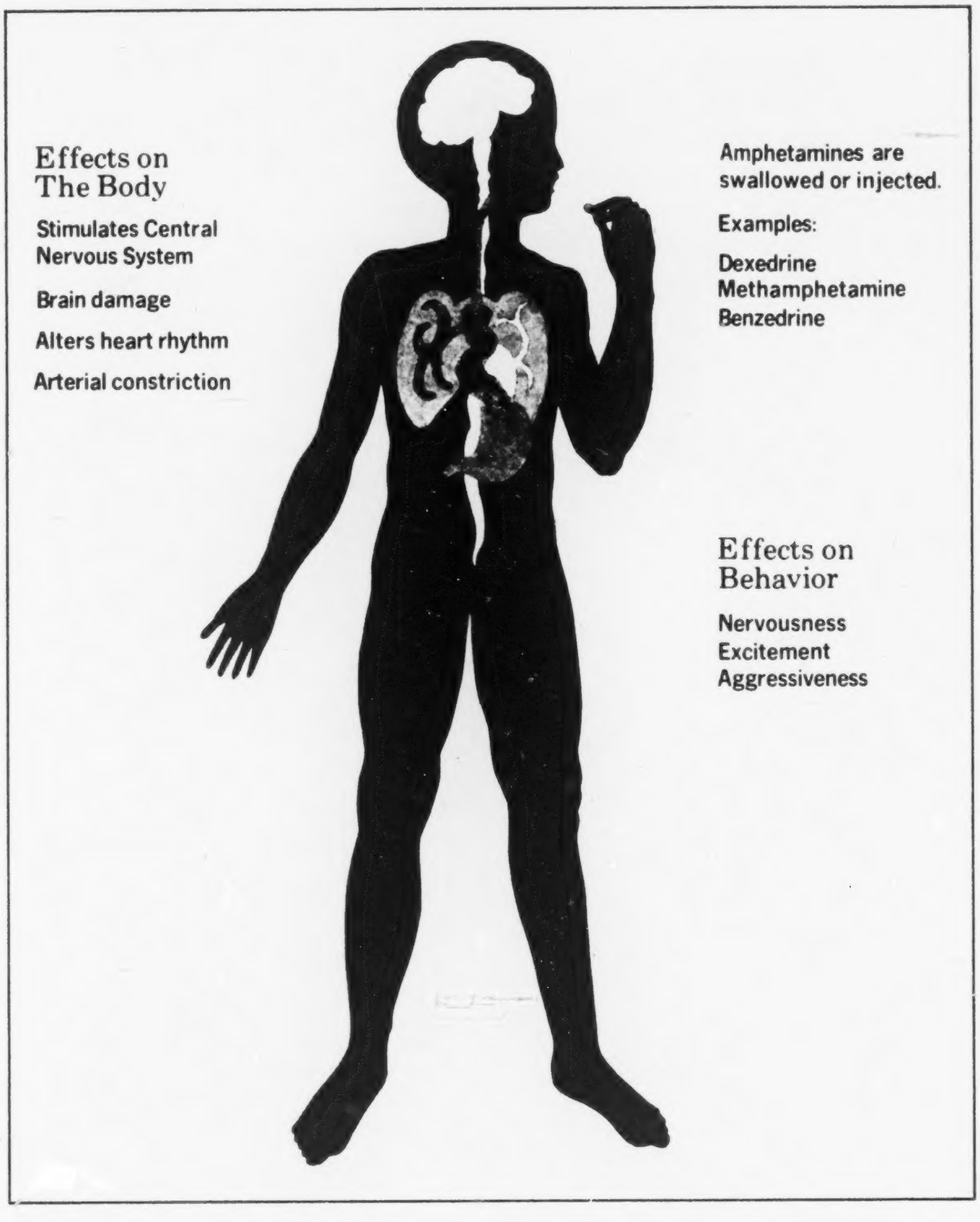
For example, under the heading Drug Name, one of the kinds of drugs i
would be beer, another would be wine. An effect on the body would be
and more alcohol enters the blood stream it depresses the CNS, affect
vidual's coordination.

43 , is an illustration of the human body showing how a
affects it. You are to write in the names of the various
rticular drug, then describe its effects on the body, its
behavior, and finally the slang terms given to these drugs.

ading Drug Name, one of the kinds of drugs under alcohol
uld be wine. An effect on the body would be that as more
he blood stream it depresses the CNS, affecting the indi-

Learning Activity E.3.

AMPHETAMINES AND THE HUMAN BODY



Effects on The Body

Stimulates Central Nervous System

Brain damage

Alters heart rhythm

Arterial constriction

Amphetamines are swallowed or injected.

Examples:

Dexedrine
Methamphetamine
Benzedrine

Effects on Behavior

Nervousness
Excitement
Aggressiveness

1. DRUG NAM

2. EFFECTS

3. EFFECTS (

4. SLANG TE

HUMAN BODY

Amphetamines are swallowed or injected.

Examples:

Dexedrine
Methamphetamine
Benzedrine

Effects on Behavior

Nervousness
Excitement
Aggressiveness

1. DRUG NAMES

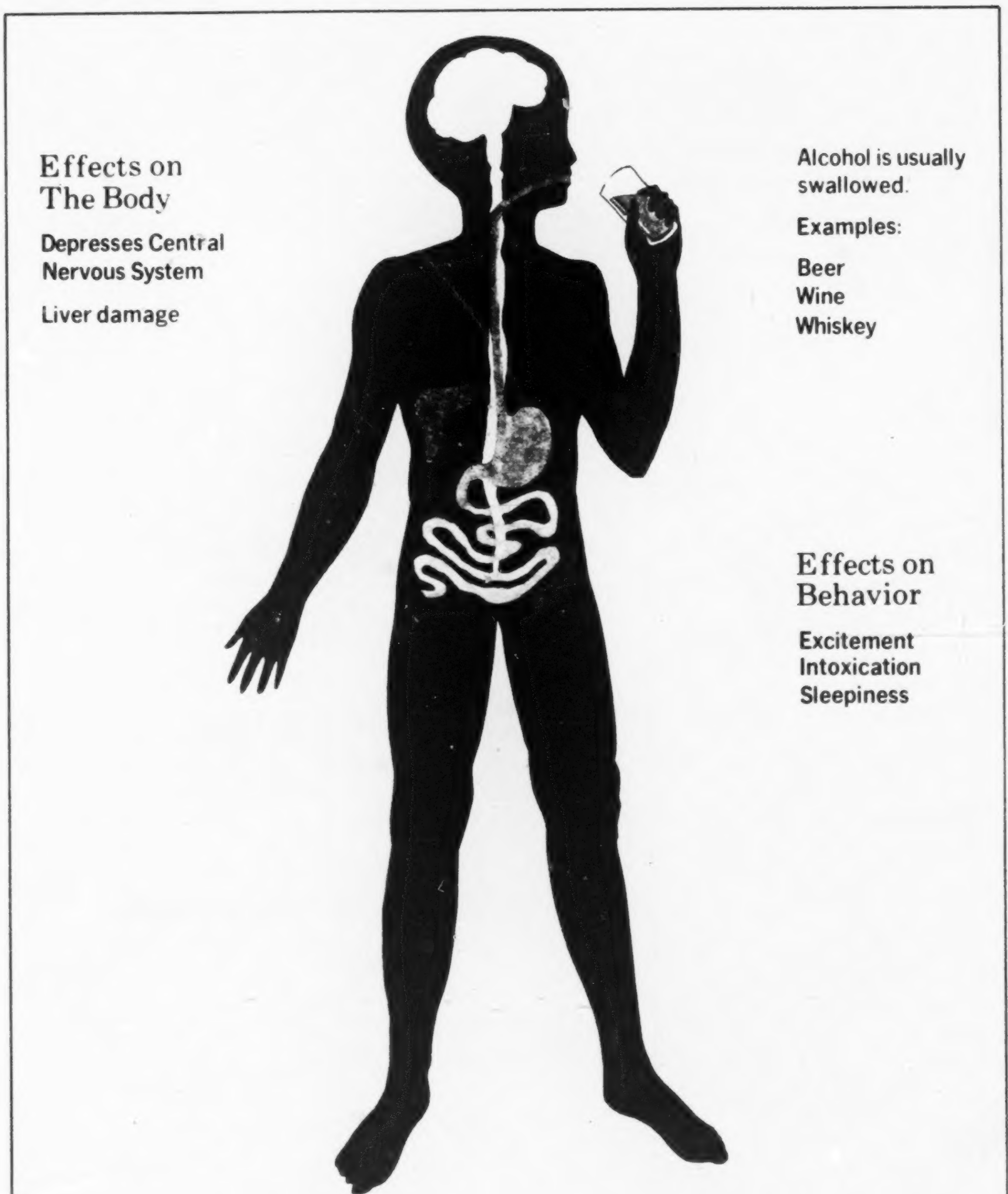
2. EFFECTS ON BODY

3. EFFECTS ON BEHAVIOR

4. SLANG TERMS (Street Names)

Learning Activity E.3.

ALCOHOL AND THE HUMAN BODY



Effects on The Body

Depresses Central Nervous System

Liver damage

Alcohol is usually swallowed.

Examples:

Beer
Wine
Whiskey

Effects on Behavior

Excitement
Intoxication
Sleepiness

1. DRUG N

2. EFFECT

3. EFFECT

4. SLANG

MAN BODY

Alcohol is usually swallowed.

Examples:

Beer
Wine
Whiskey

Effects on Behavior

Excitement
Intoxication
Sleepiness

1. DRUG NAMES

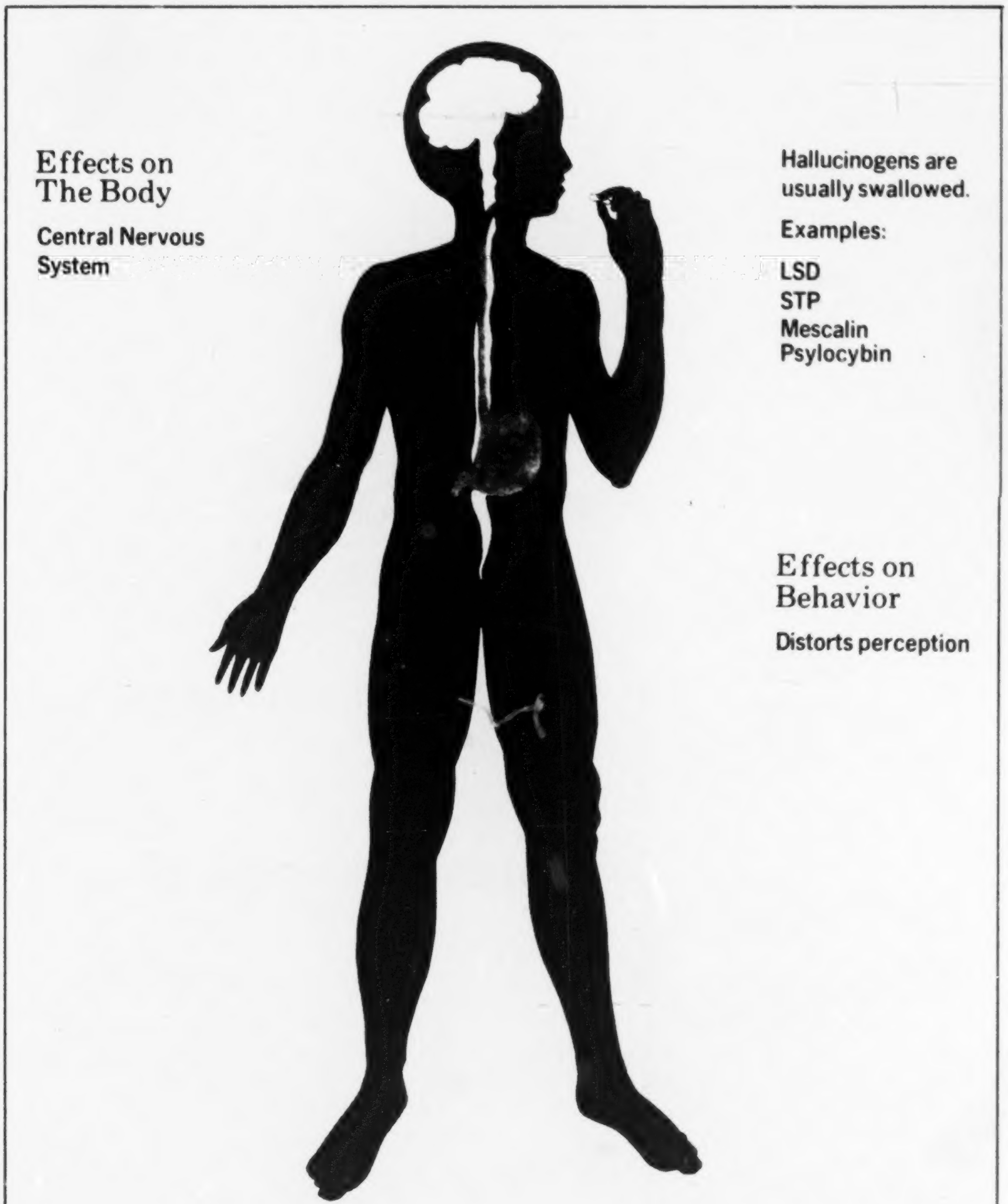
2. EFFECTS ON BODY

3. EFFECTS ON BEHAVIOR

4. SLANG TERMS (Street Names)

Learning Activity E.3.

HALLUCINOGENS AND THE HUMAN BODY


Effects on The Body
Central Nervous System
Hallucinogens are usually swallowed.
Examples:
LSD
STP
Mescalin
Psylocybin
Effects on Behavior
Distorts perception

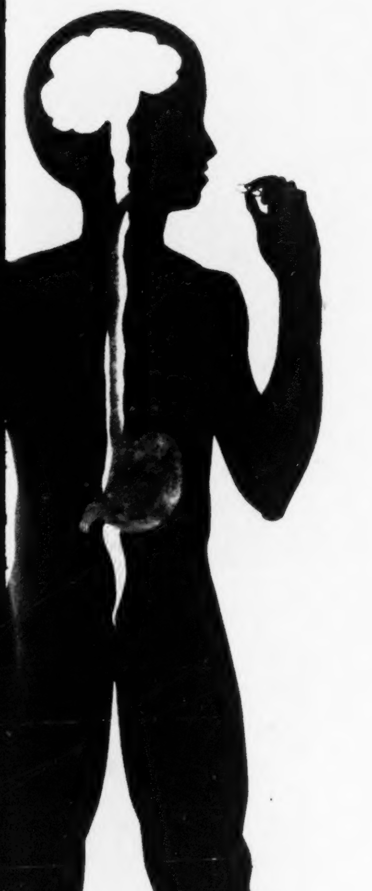
1. DRUG

2. EFFEC

3. EFFEC

4. SLAN

HE HUMAN BODY



Hallucinogens are usually swallowed.

Examples:

LSD
STP
Mescalin
Psylocybin

Effects on Behavior

Distorts perception

1. DRUG NAMES

2. EFFECTS ON BODY

3. EFFECTS ON BEHAVIOR

4. SLANG TERMS (Street Names)

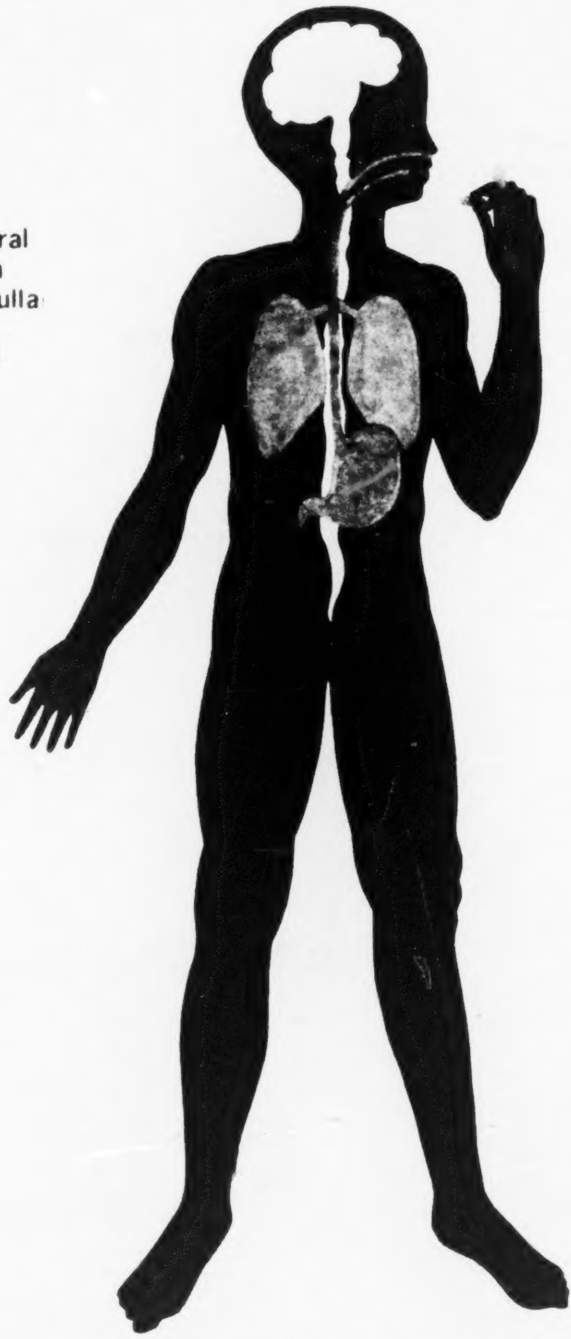
Learning Activity E.3.

BARBITURATES AND THE HUMAN BODY

Effects on The Body

Depresses Central Nervous System (especially medulla)

Slows breathing



Barbiturates are swallowed or injected.

Examples:

Nembutal
Phenobarbital
Seconal

Effects on Behavior

Sleepiness
Calmness
Euphoria

1. DR

2. EF

3. EF

4. SL

E HUMAN BODY

Barbiturates are swallowed or injected.

Examples:

Nembutal
Phenobarbital
Seconal

Effects on Behavior

Sleepiness
Calmness
Euphoria

1. DRUG NAMES

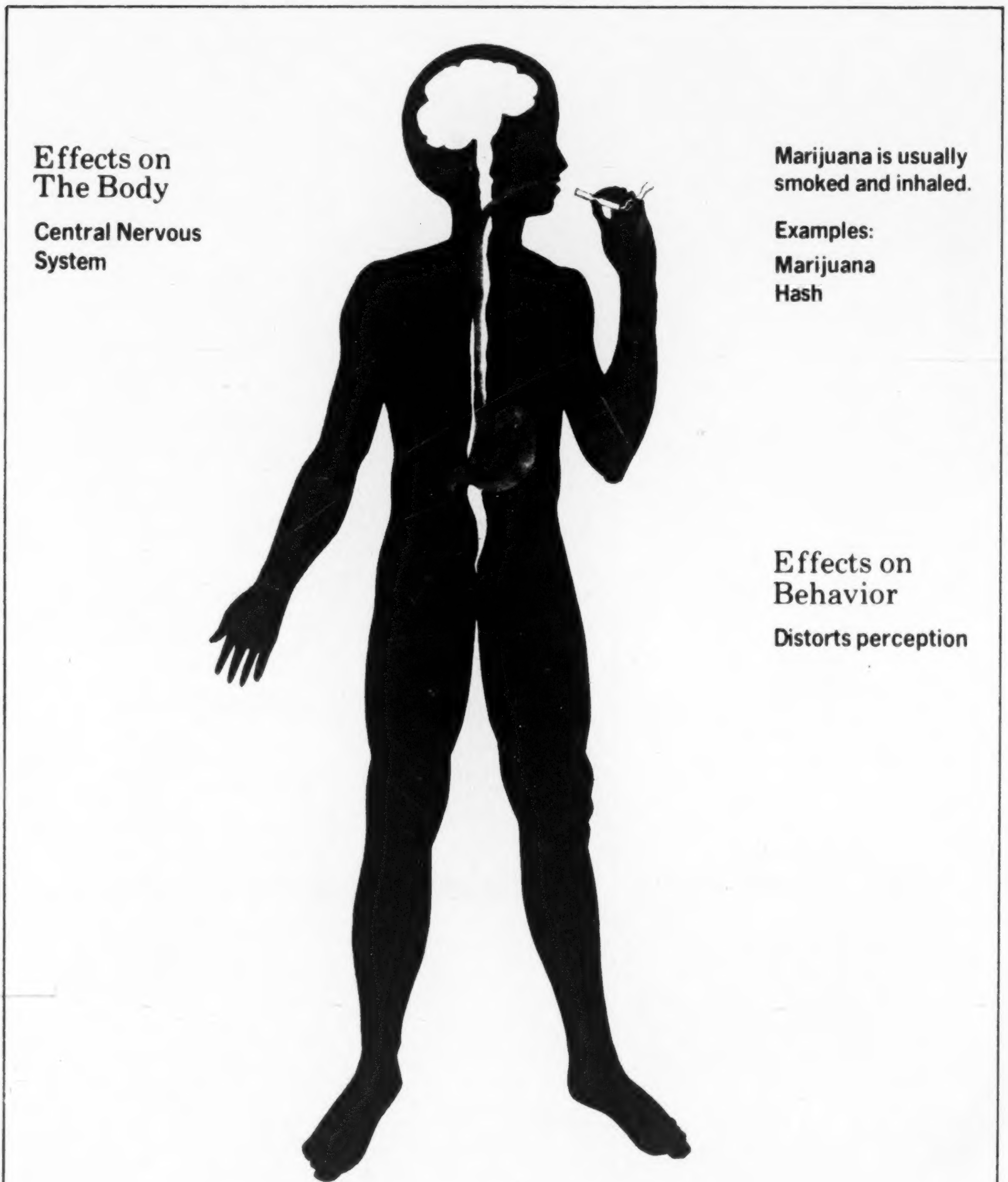
2. EFFECTS ON BODY

3. EFFECTS ON BEHAVIOR

4. SLANG TERMS (Street Names)

Learning Activity E.3.

MARIJUANA AND THE HUMAN BODY


Effects on The Body
Central Nervous System
Marijuana is usually smoked and inhaled.
Examples:
Marijuana
Hash
Effects on Behavior
Distorts perception

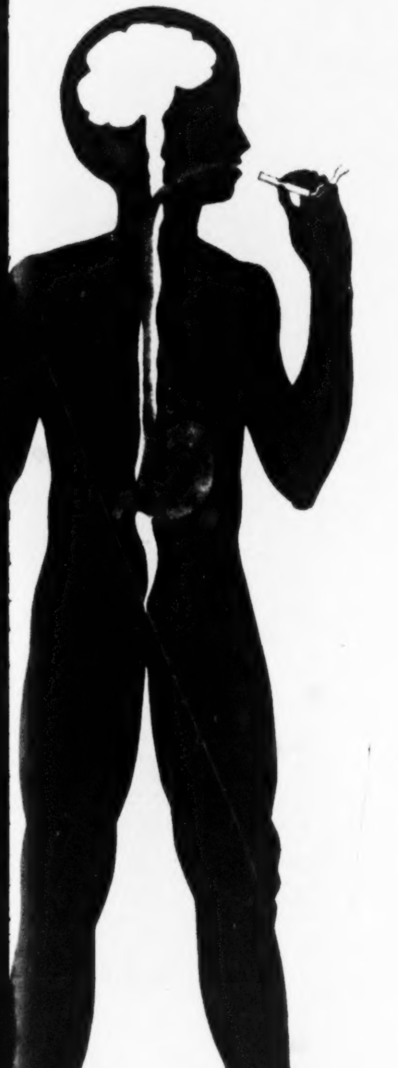
1. DRUG

2. EFFEC

3. EFFEC

4. SLANG

HUMAN BODY



Marijuana is usually smoked and inhaled.

Examples:

Marijuana
Hash

Effects on Behavior

Distorts perception

1. DRUG NAMES

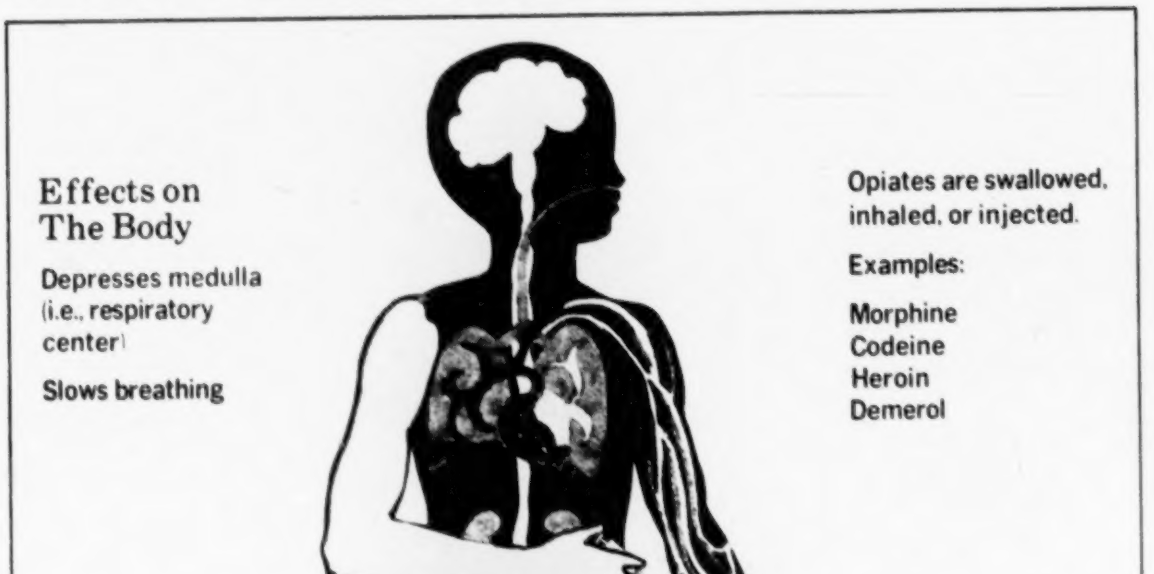
2. EFFECTS ON BODY

3. EFFECTS ON BEHAVIOR

4. SLANG TERMS (Street Names)

Learning Activity E.3.

NARCOTIC ANALGESICS AND THE HUMAN BODY



Effects on The Body

Depresses medulla (i.e., respiratory center)

Slows breathing

Opiates are swallowed, inhaled, or injected.

Examples:

Morphine
Codeine
Heroin
Demerol

Effects on Behavior

Physical dependency
Sleepiness
Euphoria

1. DRUG NAMES

2. EFFECTS ON B

3. EFFECTS ON E

4. SLANG TERMS

AND THE HUMAN BODY

Opiates are swallowed, inhaled, or injected.

Examples:

Morphine
Codeine
Heroin
Demerol

Effects on Behavior

Physical dependency
Sleepiness
Euphoria

1. DRUG NAMES

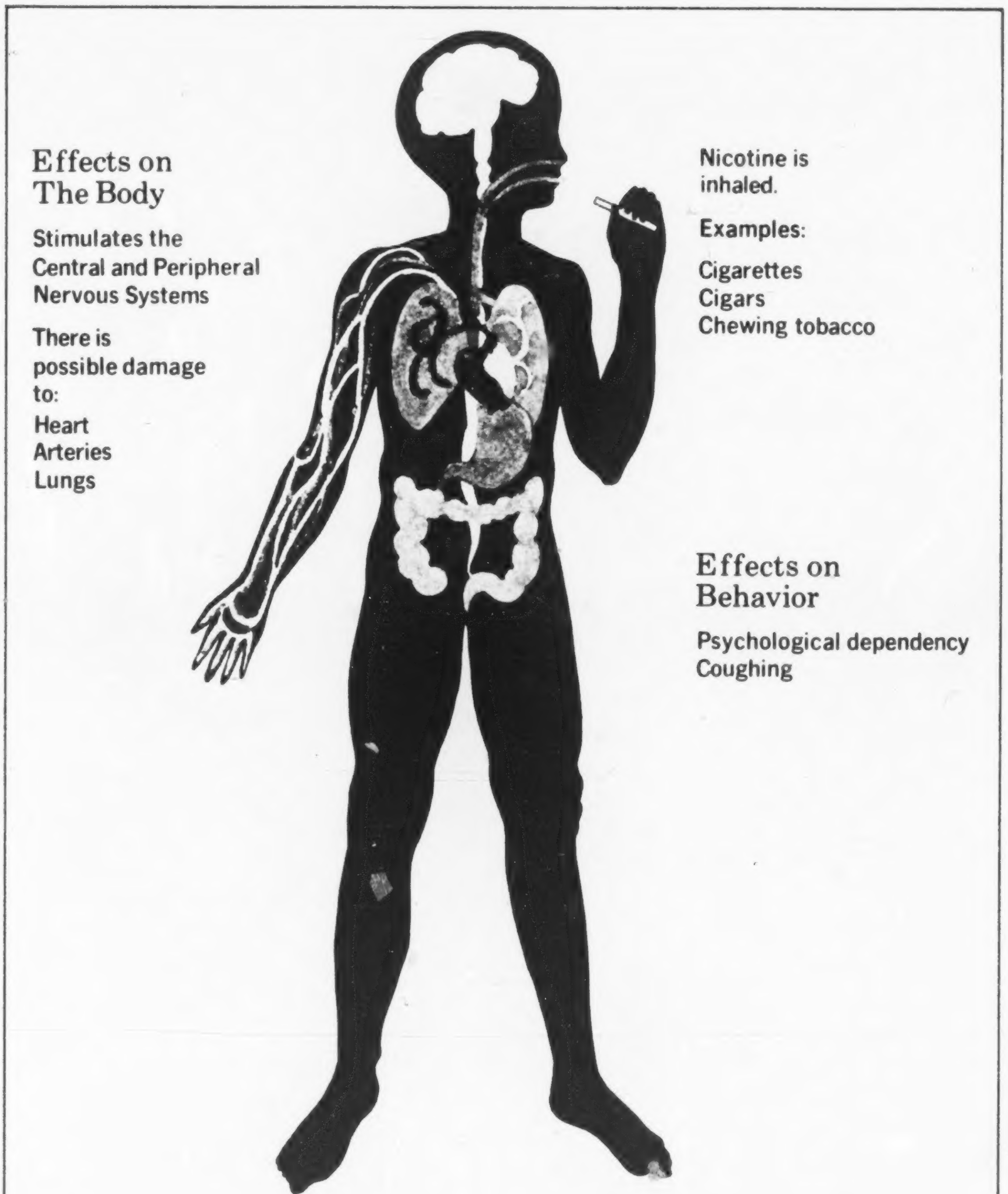
2. EFFECTS ON BODY

3. EFFECTS ON BEHAVIOR

4. SLANG TERMS (Street Names)

Learning Activity E.3.

NICOTINE AND THE HUMAN BODY


Effects on The Body
Stimulates the Central and Peripheral Nervous Systems
There is possible damage to:
Heart
Arteries
Lungs
Nicotine is inhaled.
Examples:
Cigarettes
Cigars
Chewing tobacco
Effects on Behavior
Psychological dependency
Coughing

1. DRU

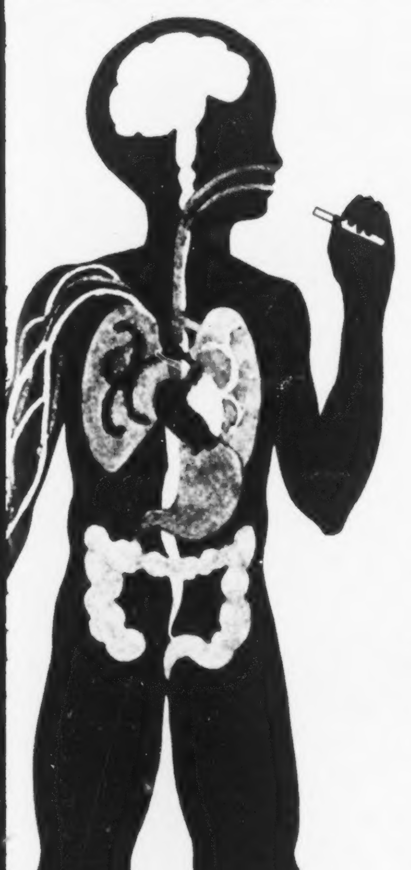
2. EFFE

3. EFFE

4. SLAN

3.

HUMAN BODY



Nicotine is inhaled.

Examples:

Cigarettes
Cigars
Chewing tobacco

Effects on Behavior

Psychological dependency
Coughing

1. DRUG NAMES

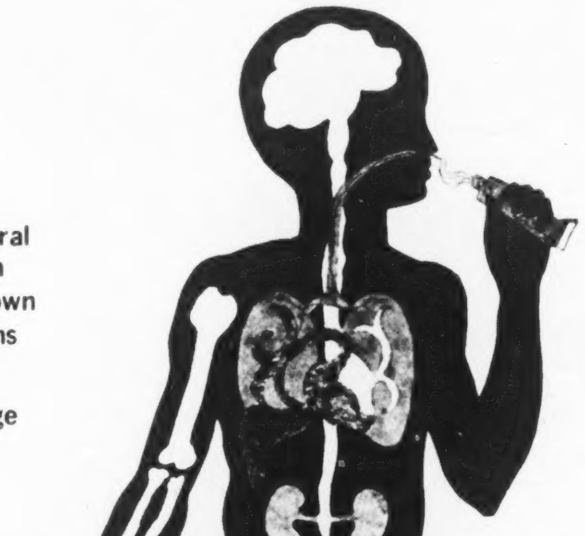
2. EFFECTS ON BODY

3. EFFECTS ON BEHAVIOR

4. SLANG TERMS (Street Names)

Learning Activity E.3.

VOLATILE CHEMICALS AND THE HUMAN BODY



Effects on The Body

Depresses Central Nervous System causing slow-down of body functions

There is possible damage to:

Heart
Kidney
Liver
Bone marrow

Volatile chemicals are commonly inhaled.

Examples:

Gasoline
Glue
Aerosol sprays
Paint thinner

Effects on Behavior

Intoxication (person may laugh or cry)
Euphoria
Deep sleep
Death is possible

1. DRUG NA

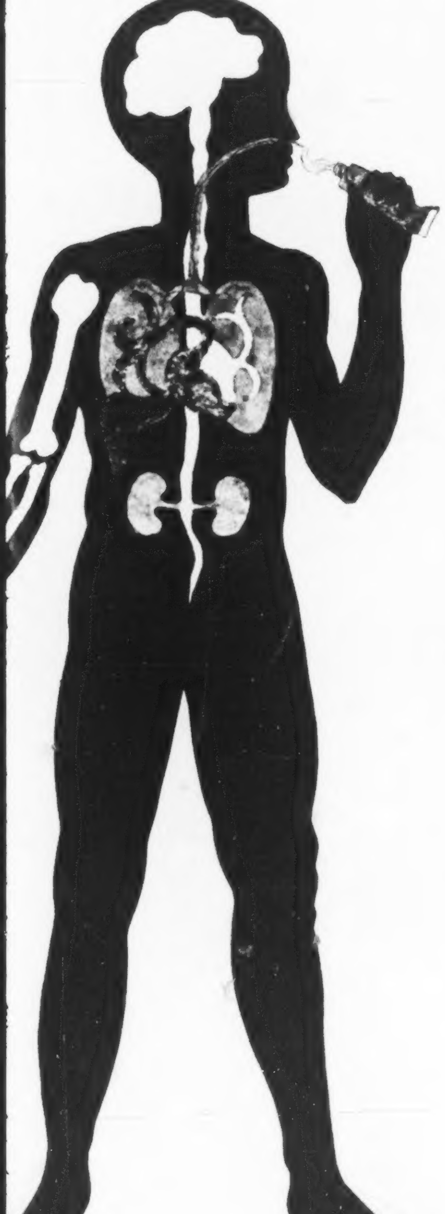
2. EFFECTS

3. EFFECTS

4. SLANG T

3.

ALS AND THE HUMAN BODY



Volatile chemicals are commonly inhaled.

Examples:

Gasoline
Glue
Aerosol sprays
Paint thinner

Effects on Behavior

Intoxication (person may laugh or cry)
Euphoria
Deep sleep
Death is possible

1. DRUG NAMES

2. EFFECTS ON BODY

3. EFFECTS ON BEHAVIOR

4. SLANG TERMS (Street Names)

DEVELOPMENT OF STUDENT UNDERSTANDING OF PHYSICAL AND PSYCHOLO TOLERANCE, AND WITHDRAWAL ILLNESS

Learning Activities F.1 and 2.

In this activity you are to define four terms, to list some drugs and finally to give an example of each one.

You should use the Linda Lamb booklets (if available), the drug c and other materials you may have in your classroom or library.

Please bear in mind when we speak of withdrawal we are talking ab Everyone reacts differently to the various drugs, and we feel tha out medical supervision (Cold Turkey) is very dangerous. Therefo should not be done except in a hospital, or under medical supervi

1. Define the term "Physical Dependence"
   a. My definition is:

   b. Some drugs that produce physical dependence are:
      1. 3.
      2. 4.

   c. Give an example of the characteristics of a person who is physically dep drug substance.

2. Define the term "Psychological Dependence"
   a. My definition is:

   b. Some drugs that produce psychological dependence are:
      1. 3.
      2. 4.

   c. Give an example of the characteristics of a person who is psychologicall drug substance.

UDENT UNDERSTANDING OF PHYSICAL AND PSYCHOLOGICAL DEPENDENCE,
THDRAWAL ILLNESS
l and 2.

u are to define four terms, to list some drugs that are involved,
an example of each one.

Linda Lamb booklets (if available), the drug chart in your book,
you may have in your classroom or library.

when we speak of withdrawal we are talking about "Cold Turkey."
ferently to the various drugs, and we feel that to withdraw with-
sion (Cold Turkey) is very dangerous. Therefore, withdrawal
except in a hospital, or under medical supervision.

ysical Dependence"
:

produce physical dependence are:
3.
4.

of the characteristics of a person who is physically dependent on some

ychological Dependence"
:

produce psychological dependence are:
3.
4.

of the characteristics of a person who is psychologically dependent on some

Learning Activities F.3 and 4.

3. Define the term "Tolerance"
   a. My definition is:

   b. Some drugs that produce tolerance are:
      1. 3.
      2. 4.

   c. Give an example of the characteristics of a person who had developed a
      drug substance.

4. Define the term "Withdrawal Illness"
   a. My definition is:

   b. List, in order of their potential danger, the two drugs whose withdrawal
      1.
      2.

d 4.

nce"

duce tolerance are:
3.
4.

he characteristics of a person who had developed a tolerance to some

rawal Illness"

ir potential danger, the two drugs whose withdrawal might lead to death.

396

DEVELOPMENT OF STUDENT UNDERSTANDING OF MEDICAL AND NON
NEED FOR CONTROLS

Learning Activity G.1.

Here is a chart on which you are to list reasons why peopl
Also include the classification of that DAT substance and
or nonmedical, or both. The activity should help you see
medical reasons why people use drugs and nonmedical reason

Under "classification" write the classification of the dru
stimulant, and hallucinogen.

Some drugs are not classified in any of the three categori
be abused or misused. Aspirin is an excellent example. Y
school nurse or look up this information in the school lib
from your local pharmacist. If you have other drug names
to list them if you wish.

An example is given on the first line of the chart to help
chart is to be completed. Use marks to indicate whether i
medical, or both. Feel free to ask your teacher for help
pharmacist or doctor will be glad to help you.

a. CLASSIFICATION	COMMON DRUG NAME	b. REASONS PEOPLE OFTEN GIVE FOR USING THE DRUG
Stimulant	Cocaine	To pep you up
	Caffeine	
	Paregoric	
	Morphine	
	Whiskey	
	Beer	

ENT UNDERSTANDING OF MEDICAL AND NON MEDICAL USES OF DAT AND

hich you are to list reasons why people use drug substances.
ssification of that DAT substance and whether the use is medical
th. The activity should help you see that there are both sound
people use drugs and nonmedical reasons as well.

n" write the classification of the drug listed, such as depressant
cinogen.

lassified in any of the three categories above and yet they could
. Aspirin is an excellent example. You may wish to ask your
up this information in the school library or seek the information
macist. If you have other drug names for the category, feel free
wish.

on the first line of the chart to help you see how the rest of the
eted. Use marks to indicate whether its use is medical or non-
eel free to ask your teacher for help in classification, or a
will be glad to help you.

COMMON DRUG NAME	b. REASONS PEOPLE OFTEN GIVE FOR USING THE DRUG	c. IS THE REASON: MEDICAL/NON MEDICAL	
Cocaine	To pep you up		X
Caffeine			
Paregoric			
Morphine			
Whiskey			
Beer			

a. CLASSIFICATION	COMMON DRUG NAME	b. REASONS PEOPLE OFTEN GIVE FOR USING THE DRUG	c IS ME
	Cough Syrups		
	Tobacco (nicotine)		
	Marijuana		
	LSD		
	Glue (toluene)		
	Belladonna		
	Meperidine		
	Mescaline		
	Barbiturate		
	Aspirin		
	Sodium Pentothol (truth serum)		
	Penicillin		
	Amphetamines		
	Laxatives		
	Sulfa		
	Methadone		
	Insulin		
	Rubbing Alcohol		
	Other drugs you may list below		

COMMON DRUG NAME	b. REASONS PEOPLE OFTEN GIVE FOR USING THE DRUG	c. IS THE REASON: MEDICAL	NON MEDICAL
ough Syrups			
obacco (nicotine)			
arijuana			
SD			
lue (toluene)			
elladonna			
eperidine			
escaline			
arbiturate			
spirin			
odium Pentothol truth serum)			
enicillin			
mphetamines			
axatives			
ulfa			
ethadone			
nsulin			
ubbing Alcohol			
ther drugs you may list below			

Learning Activity G.2.

This chart contains a list of DAT substances and some categories of
The first DAT substance given is alcohol and has been filled in und
For example, the first category is titled "Medical Use and Control.
before more complete research with alcohol was done, alcohol was pr
doctors as a good heart stimulant. Recent research, however, has s
especially if used over a long period of time and in large quantiti
damage to the brain cells and other tissues of the body. It may st
as a mild sedative, however.

Fill in each category for each of the following DAT substances, usi
fication Chart, Linda Lamb booklet, and other books, pamphlets, and
vided for you.

NEED FOR MEDICAL AND LEGAL CONTROLS

DAT SUBSTANCE	MEDICAL CONTROL	LEGAL CONTROL	LEGAL PENALTY	MEDI
Alcohol	Seldom prescribed	Sale regulated by state and local laws. No sales to minors	Loss of license, arrest, record, fine, jail, possible sentence	Possi destr deler down sciou
Tobacco				
Cocaine				

a list of DAT substances and some categories of consequences.
ance given is alcohol and has been filled in under each category.
rst category is titled "Medical Use and Control." At one time,
e research with alcohol was done, alcohol was prescribed by some
eart stimulant. Recent research, however, has shown that alcohol--
over a long period of time and in large quantities--does some
cells and other tissues of the body. It may still be prescribed
however.

ry for each of the following DAT substances, using the Drug Classi-
da Lamb booklet, and other books, pamphlets, and resources pro-

NEED FOR MEDICAL AND LEGAL CONTROLS

ICAL CONTROL	LEGAL CONTROL	LEGAL PENALTY	MEDICAL CONSEQUENCES
om prescribed	Sale regulated by state and local laws. No sales to minors	Loss of license, arrest, record, fine, jail, possible sentence	Possible alcoholism, destruction of brain cells, delerium tremons, slowed down coordination, unconsciousness, coma, DEATH

DAT SUBSTANCE	MEDICAL CONTROL	LEGAL CONTROL	LEGAL PENALTY	M
Heroin				
Barbiturates				
Marijuana				
Hallucinogens				
Stimulants				

AL CONTROL	LEGAL CONTROL	LEGAL PENALTY	MEDICAL CONSEQUENCES

MORE THAN KNOWLEDGE OF EFFECTS OF DAT IS NEEDED TO EXPLAIN

Learning Activity H.1.a

On the next few pages are four stories of four young ex-
stories carefully and finally, on page 59 *, you will be a*
these four young people gave for turning to DAT abuse.

GE OF EFFECTS OF DAT IS NEEDED TO EXPLAIN ABUSE

.a

ages are four stories of four young ex-drug addicts. Read these
and finally, on page 59 , you will be asked to write the reasons
eople gave for turning to DAT abuse.

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JAN

"I probably had a happy, wonderful childhood. I w
played stickball. I loved to look at pigeons and e
brought five friends to my fifteenth birthday party.
age, but they had boots on and Mexican blankets.
on their faces and looked at me as though somethi
I remember thinking I would like to be like that, a
the way they were impressing me. After a while,
they were acting they were getting 'high.' I aske
me something?' She produced amphetamines. I t
too.

"From then on, I saw a lot of those kids. It wasn
it was wanting to be like them and part of the exci

"On one level, I enjoyed getting high. It was groovy. But on another, I did
really facing up to things.

"When I was sixteen, LSD was big. I started on that and after a few month
three times a week. It became almost impossible to communicate with peop
got my name. That really frightened me. Other times, everything in my mi
the world just seemed to melt -- I'd see a tire, and instead of associating i
as something completely unrelated, like a tuna fish sandwich. I couldn't u
on around me.

"Suddenly, I had two very bad trips on acid. I decided I couldn't take any
couldn't even smoke pot; it was making me paranoid. For example, I though
at me, even people blocks away on the street. Then just at the crucial time
my apartment: 'Can we shoot some heroin here?' And they gave me some.

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I probably had a happy, wonderful childhood. I was a normal kid. I
layed stickball. I loved to look at pigeons and everything. Then a girl
rought five friends to my fifteenth birthday party. They were about my
ge, but they had boots on and Mexican blankets. They had little smirks
n their faces and looked at me as though something was going to happen.
remember thinking I would like to be like that, able to impress people
he way they were impressing me. After a while, I realized from the way
hey were acting they were getting 'high.' I asked the girl: 'Can you get
e something?' She produced amphetamines. I took some and got high
o.

From then on, I saw a lot of those kids. It wasn't so much the drugs as
was wanting to be like them and part of the excitement they generated.

etting high. It was groovy. But on another, I didn't. I knew I wasn't

was big. I started on that and after a few months I was taking it two or
ame almost impossible to communicate with people. At one point I for-
rightened me. Other times, everything in my mind that connected me to
elt -- I'd see a tire, and instead of associating it with a car, I'd see it
related, like a tuna fish sandwich. I couldn't understand what was going

bad trips on acid. I decided I couldn't take any more. I knew I'd die. I
was making me paranoid. For example, I thought everyone was laughing
away on the street. Then just at the crucial time some friends came up to
ot some heroin here?' And they gave me some.

"Of course, heroin takes money. Lots of it. So I started forging
from them. This went on for five or six months. I don't know wha
girl who first got me high at my birthday party hadn't come back in
a result of going to an anti-addiction center, and she suggested to
family, of course, had been worried sick. Now they said, 'You g
away to a mental institution.'

"Naturally, I went. But in my heart I planned to get high again as
people there seemed crazy. One minute they'd say they loved me;
at me, trying to show me my dishonesty. I got angry of course, bu
better. Eventually, after months, I began to get interested in thin
while, I felt like my old self again and began enjoying life. My s
to get into college. Today I can definitely say I'm happy -- happ
For one of the illusions of drug-taking is that it makes you close t
farther away. That's the real tragedy."

ney. Lots of it. So I started forging checks 'by' my parents and stealing
five or six months. I don't know what would have happened to me if the
my birthday party hadn't come back into my life. She'd stopped drugs as
addiction center, and she suggested to my parents I do the same. My
worried sick. Now they said, 'You go to this group, or we'll send you
.'

ny heart I planned to get high again as often as I could. At first the
One minute they'd say they loved me; the next, they'd yell and scream
dishonesty. I got angry of course, but after I'd let things out, I felt
onths, I began to get interested in things outside of drugs. After a
f again and began enjoying life. My studying picked up, and I managed
can definitely say I'm happy -- happy to be really close to people again.
rug-taking is that it makes you close to people. In reality, it puts you
al tragedy."

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MICHAEL

"I was thirteen and in the eighth grade of parochial school when I decided to rebel. I didn't like the directions in which my mother was pushing me: 'Get a job and go to mass every Sunday. That's all you need to do.' Well, it didn't appeal to me. So I started hanging out with a group of kids who were expressing their rebellion by smoking pot. Soon I was, too, as well as taking anything else I could get my hands on. I liked drugs well enough, but I guess the real reason I took them was to be part of the group.

"By the time I was fifteen I was quite dependent on drugs, especially pills This, in turn, seemed to rob me of any self-confidence I might have had. I was frightened of people, and it got so that I wouldn't go out of the house unless I was high.

"My parents were poor and couldn't give me an allowance, so I took to ste wanted. I wasn't lucky and I kept getting caught. Each time I was picked taken to Youth House, but I was so young, I'd always get out in a couple o caught forging a prescription and sent away for ten months - to Warwick Sc itating delinquents.

"There were no drugs there, and actually I liked it. I didn't want to come drugs again. While at Warwick, I came to realize that I needed something enable me to stand on my own. I certainly didn't feel like a man.

"When I got out, sure enough, I found myself in the same old bag -- I start to get them. My mother tried particularly hard to help me, but I just would to priests and psychologists, but they weren't of any help because I could

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eighth grade of parochial school when I decided
directions in which my mother was pushing me:
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I started hanging out with a group of kids who
ellion by smoking pot. Soon I was, too, as well
could get my hands on. I liked drugs well
eal reason I took them was to be part of the

I was quite dependent on drugs, especially pills.
rob me of any self-confidence I might have had. I
and it got so that I wouldn't go out of the house

d couldn't give me an allowance, so I took to stealing to buy the drugs I
nd I kept getting caught. Each time I was picked up by the police, I was
I was so young, I'd always get out in a couple of days. At last, I was
ion and sent away for ten months - to Warwick School, a place for rehabil-

e, and actually I liked it. I didn't want to come out. I knew I'd start using
arwick, I came to realize that I needed something, something that would
own. I certainly didn't feel like a man.

ough, I found myself in the same old bag -- I started using drugs and stealing
ried particularly hard to help me, but I just wouldn't cooperate. She took me
sts, but they weren't of any help because I could never be honest with them.

"Inevitably, I was arrested again and sent to the House of Detention. This
on probation for three years. But I was arrested twice in the next few week
officer hit the ceiling. 'Look,' he said, 'are you trying to destroy yourself
alternative: either go to the penitentiary for three years or go to a resident
Staten Island called Daytop Village.

"I went to Daytop, naturally. I told myself I'd go there for a couple of mon
I stayed for almost three years. For the first time, I learned to face up to
out -- about a year ago -- I've been completely clean of drugs. Now I'm
others with the same problems.

"One of the reasons Daytop worked for me, of course, was that I was ready
nize the fact that you need help. I finally did "

d again and sent to the House of Detention. This time the court put me
s. But I was arrested twice in the next few weeks. Finally, my probation
ook,' he said, 'are you trying to destroy yourself?' Then he gave me an
he penitentiary for three years or go to a residential treatment center on
p Village.

ly. I told myself I'd go there for a couple of months and then cut out. But
ears. For the first time, I learned to face up to my problems. Since I got
I've been completely clean of drugs. Now I'm in Chicago working to help
ems.

p worked for me, of course, was that I was ready for it. You have to recog-
d help. I finally did."

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WENDY

"When I was sixteen, I started going around wit
Stamford High who were experimenting with drugs
part of them, so I first took marijuana, then diet
term papers. Then one day my friends had some
some!' I was frightened of the idea, but I guess
to. I must have liked it because I took it again.

"I continued taking drugs through my junior and s
to play the hippie-dropout kind of role. I wante
I didn't have the grades. Finally I applied to a s
that I knew was very 'progressive,' very drug ori
would take me if I went to summer school.

"I was eighteen and my family had given me a car. I was leading what I th
existence. I got into college but made at least three trips a week back to
I could get high on whatever I wanted.

"I'd always thought of heroin as dirty, filthy, but when my hippie friends c
it seemed downright innocent. Anyway, I mainlined it and loved it. At ab
a junkie in Stamford. I had a $40 - a - week allowance from my family and
with drugs; he didn't have to steal when I was around. At one point we bo
together but couldn't. Shortly afterward I had my first experience with an
myself and was taken to the Greenwich Hospital. I'm tall but at that time
pounds. I was frightened and prayed that when I got out of the hospital I'd

"But by the day I was released, my husband had dropped completely out of
I met another guy and we both got high. By this time my money was gone a
weeks after getting out of the hospital, I was arrested for felony and taken

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"When I was sixteen, I started going around with a group of kids at Stamford High who were experimenting with drugs. I wanted to feel part of them, so I first took marijuana, then diet pills to help me do term papers. Then one day my friends had some LSD and said: 'Take some!' I was frightened of the idea, but I guess I was more afraid not to. I must have liked it because I took it again.

"I continued taking drugs through my junior and senior years and began to play the hippie-dropout kind of role. I wanted to go to college, but I didn't have the grades. Finally I applied to a school in New Hampshire that I knew was very 'progressive,' very drug oriented. They said they would take me if I went to summer school.

amily had given me a car. I was leading what I thought was a groovy
lege but made at least three trips a week back to Stamford, where I knew
ver I wanted.

roin as dirty, filthy, but when my hippie friends called it 'peace of mind,'
cent. Anyway, I mainlined it and loved it. At about the same time I married
ad a $40 - a - week allowance from my family and was able to supply him
e to steal when I was around. At one point we both tried to stop drugs al-
hortly afterward I had my first experience with an overdose. I tried to kill
the Greenwich Hospital. I'm tall but at that time weighed only a hundred
d and prayed that when I got out of the hospital I'd stop using drugs.

eased, my husband had dropped completely out of sight. Almost immediately
both got high. By this time my money was gone and I took to stealing. Two
f the hospital, I was arrested for felony and taken to jail. I never thought

this could happen to me. I just wanted to stay in jail and not face anyone managed to have the felony charge reduced to a misdemeanor. I was releas sent to a private hospital where I stayed for five months.

"When I finally got out, I still had no real friends, an overwhelming loneli getting back into school. Within a month I was back on drugs. I soon got was stealing again. Then one day I found myself about to walk into a stra man because I was desperate. I suddenly saw myself for what I was -- an

"I had a tremendous row with my parents. They said I'd either have to cha report me for violating my probation.

"But a few nights later my supply ran out. I stole the family car as well a My parents came after me, and we had a showdown. I was taken to Newto a tiny, secluded room with only a mattress on the floor. It was hideous.

"At that point I was so desperate I was ready for Renaissance (an addict's my parents to contact them. They did so and I was sent to live at the age New York.

"I started leveling with myself for the first time, and I stayed away from d

"Eventually I transferred to the Renaissance community in New Rochelle, w I am still there, working with a group that pulls me down and tears me apa again.

"It would be dishonest to say I never feel like getting high again. But I ho

417

me. I just wanted to stay in jail and not face anyone. Nevertheless, my lawyer
felony charge reduced to a misdemeanor. I was released, put on probation and
pital where I stayed for five months.

ut, I still had no real friends, an overwhelming loneliness and not much hope of
ool. Within a month I was back on drugs. I soon got heavily strung out and
Then one day I found myself about to walk into a strange house with a strange
esperate. I suddenly saw myself for what I was -- and stopped.

row with my parents. They said I'd either have to change my ways or they would
g my probation.

er my supply ran out. I stole the family car as well as some money and ran away.
er me, and we had a showdown. I was taken to Newton State Hospital and put in
n with only a mattress on the floor. It was hideous.

so desperate I was ready for Renaissance (an addict's self-help center). I asked
t them. They did so and I was sent to live at the agency's facility in Ellenville,

ith myself for the first time, and I stayed away from drugs.

rred to the Renaissance community in New Rochelle, where I improved even more.
king with a group that pulls me down and tears me apart and puts me together

st to say I never feel like getting high again. But I hope I never will."

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SANDY

"In grade school I had less self confidence than ju
world. I couldn't go up to people and talk to them;
And when they didn't -- and few did -- I'd tell mys
anyway. It took me a long time to realize how muc

"When I was fifteen, a girl friend and I met a guy
on. I hated to admit to him that this was the first
my friend aside and asked her to turn me on. (I kn

"From then on I continued to take drugs and make f
was just being used because I had some money and
were away a lot and my house was available for po

"For about two years I cut more and more classes. My grades got so bad tha
school and just hung around outside, waiting for my 'friends' to cut classes
and more disgusted with myself, but I didn't know how to get out of my rut.
me once about drugs, but I assured her: 'No, I tried it once, but I didn't lik

"Meanwhile, my parents were divorced and my father went to live in New Yo
Westchester) with my two younger brothers. I would visit them weekends.
said that he didn't like what had been happening to me and that I couldn't vi
I'd changed. I was deeply hurt because I loved my brothers and couldn't sta
I suppose that threat was what really drove me to do something.

"A girl I'd known told me about an encounter group in nearby New Rochelle t
'marathon' over the weekend -- you go for a couple of days without sleep an
and one another. I didn't know whether to 'take a trip' or go to the maratho
for the marathon.

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"In grade school I had less self confidence than just about anybody in the world. I couldn't go up to people and talk to them; they had to come to me. And when they didn't -- and few did -- I'd tell myself I didn't need them anyway. It took me a long time to realize how much I needed people.

"When I was fifteen, a girl friend and I met a guy who suggested we turn on. I hated to admit to him that this was the first time for me. So I took my friend aside and asked her to turn me on. (I knew she had some pot.)

"From then on I continued to take drugs and make friends. In reality, I was just being used because I had some money and because my parents were away a lot and my house was available for pot parties.

t more and more classes. My grades got so bad that I stopped going to
ınd outside, waiting for my 'friends' to cut classes too. I became more
myself, but I didn't know how to get out of my rut. My mother confronted
I assured her: 'No, I tried it once, but I didn't like it.'

were divorced and my father went to live in New York City (we live in
› younger brothers. I would visit them weekends. One day my father
'hat had been happening to me and that I couldn't visit him again until
ly hurt because I loved my brothers and couldn't stand not seeing them.
what really drove me to do something.

about an encounter group in nearby New Rochelle that was having a
end -- you go for a couple of days without sleep and talk about yourself
t know whether to 'take a trip' or go to the marathon. Luckily, I settled

"There I opened up and, for the first time, actually found myself reachi
I was asking to be loved for what I was, and it felt good. It was the tu

"I continued to go to meetings. Only once did I lapse. The group had
I felt I wasn't getting enough attention. I went out and got high. But I
violating the anti-pledge we all take that I left the project for a whole
lonely, however, that I finally went back. Eventually I graduated from
as a staff trainee, a position I now hold. I wanted to see others get th
get."

and, for the first time, actually found myself reaching out to others. In essence,
loved for what I was, and it felt good. It was the turning point of my life.

to meetings. Only once did I lapse. The group had built up rapidly, and I suppose
ing enough attention. I went out and got high. But I felt so bad afterward for
pledge we all take that I left the project for a whole month. I felt so desperately
hat I finally went back. Eventually I graduated from the group and began working
a position I now hold. I wanted to see others get the kind of help I was able to

Learning Activity H.1.b

Write in the space below the reasons the young ex-addicts in the stories you
DAT abuse:

Jan:

Mike:

Wendy:

Sandy:

.1.b

below the reasons the young ex-addicts in the stories you read gave for turning to

Learning Activity H.1.c

Culminating Activity for Unit I

Now that you have studied some DAT facts, give some rea edge of facts about drug substances is not enough to pr you think a person should know about drug abuse or the find a solution to drug abuse?

425

ty H.1.c

tivity for Unit I

have studied some DAT facts, give some reasons why you feel the knowl-
about drug substances is not enough to prevent drug abuse. What do
erson should know about drug abuse or the user/abuser in order to help
on to drug abuse?

INTRODUCTION TO UNIT II -- HUMAN BEHAVIOR: CAUSES, CONSEQUENCES, A

We hope that these activities will help you to get an understanding of the import people do what they do -- that is, the importance of discovering causes behind this time it should be obvious to you that knowledge of drug facts is not enough problems people have who abuse drugs. For example, it does one little good to can die from an overdose of heroin or that the mixing of alcohol and barbiturates practice, if we do not have some knowledge of why people begin taking drugs or drugs. We should also find ways to help a person discover less dangerous met needs.

These activities are presented to provide you with knowledge of the various fac acting with each other, produce behavior.

Do not be discouraged if your answers are not like those of the rest of the class important and will help the rest of the class understand human behavior.

T II -- HUMAN BEHAVIOR: CAUSES, CONSEQUENCES, AND ALTERNATIVES

vities will help you to get an understanding of the importance of knowing why -- that is, the importance of discovering causes behind human behavior. By vious to you that knowledge of drug facts is not enough in dealing with ho abuse drugs. For example, it does one little good to know that a person e of heroin or that the mixing of alcohol and barbiturates is a dangerous ave some knowledge of why people begin taking drugs or why a person abuses find ways to help a person discover less dangerous methods of satisfying his

sented to provide you with knowledge of the various factors which, by inter- produce behavior.

f your answers are not like those of the rest of the class. Your ideas are he rest of the class understand human behavior.

UNIT II
HUMAN BEHAVIOR: CAUSES, CONSEQUENCES AND ALTERNA

CAUSES OF BEHAVIOR

Learning Activities A.1.a,b,c

Your teacher will play a tape recording of a 19-year-old drug ad
older than you, but whose behavior has been duplicated by many y

Listen to it carefully, you may recently have read about a similar incident in your local paper.

After you have heard the tape, "The Last 15 Minutes in the Life of a Nineteen-Year-Old," and after you have discussed the reasons and causes for this type of behavior, write a paragraph answering these three questions:

a. What do you think are the causes of the suicide?

b. What do you think are the causes of his taking drugs?

c. Write a paragraph and explain why you think it is necessary to know the causes of behavior (to know why someone does something).

UNIT II

BEHAVIOR: CAUSES, CONSEQUENCES AND ALTERNATIVES

a,b,c

ay a tape recording of a 19-year-old drug addict who is a little
whose behavior has been duplicated by many younger people.

ly, you may recently have read
dent in your local paper.

the tape, "The Last 15 Minutes
eteen-Year-Old," and after you
easons and causes for this
ite a paragraph answering these

e the causes of the suicide?

e the causes of his taking

d explain why you think it is
he causes of behavior (to know
omething).

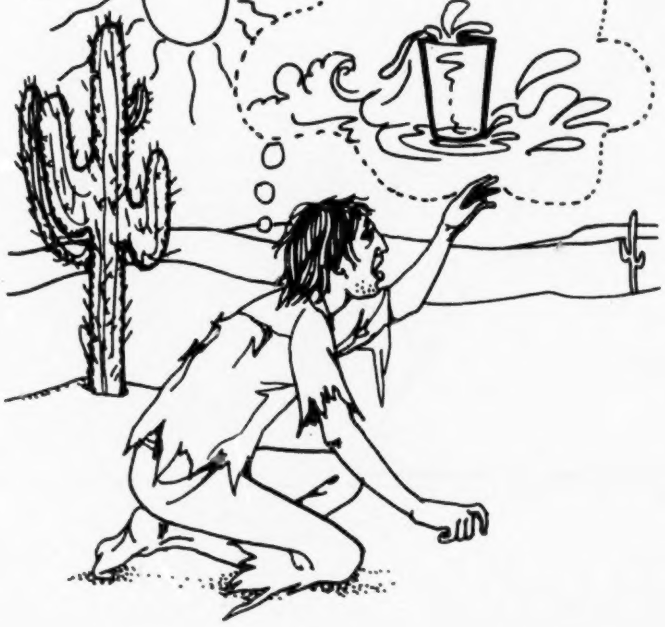
Learning Activity A.2.

Filling in this behavior equation should help you understand why pe
do.

Your teacher has much more information that will help you understan
You may want to spend much more time on this study than just one cl

Causes of Behavior
This is an equation to help you understand behavior.
Fill in the Boxes.

☐	+ or interacting with	☐	+ or interacting with	☐	= or produces	☐



a. Now -- explain in a paragraph how these i
behavior.

equation should help you understand why people act as they

re information that will help you understand human behavior.
ch more time on this study than just one class period.

ou understand behavior.

+ or interacting with

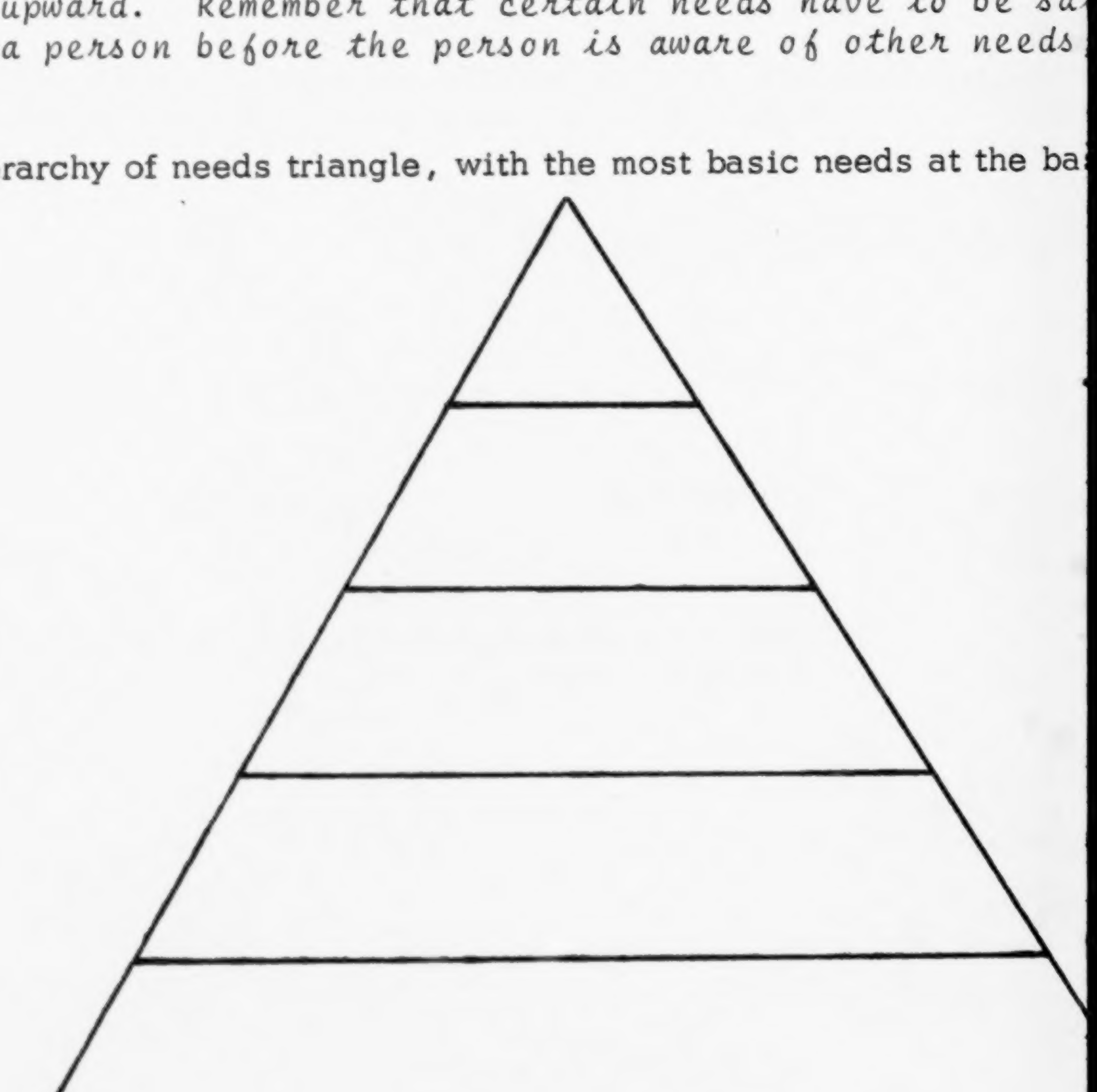
= or produces

a. Now -- explain in a paragraph how these items produce behavior.

Learning Activity A.3.a

Fill in this triangle, based upon Maslow's hierarchy of needs th people. You should place the most basic physical one at the bas and then more upward. Remember that certain needs have to be sa partly within a person before the person is aware of other needs satisfaction.

a. Fill in the hierarchy of needs triangle, with the most basic needs at the ba



3.a

ngle, based upon Maslow's hierarchy of needs that are common to all ld place the most basic physical one at the base of the triangle ard. Remember that certain needs have to be satisfied fully or erson before the person is aware of other needs, which then demand

chy of needs triangle, with the most basic needs at the base of the triangle.

Learning Activity A.3.b

Here is a matching exercise to test your knowledge of how needs rel behavior. After you have finished, your teacher will discuss the a

Do not become discouraged if you do not get a perfect score. If yo mistake, attempt to get your mistake corrected, and then try to arr standing of the relationship between a certain need and a resultant

b. Match the following list of behaviors with Maslow's needs.

A. A boy feels sorry for himself when cut from the football team.
B. A man slowly starves in a concentration camp during World War II.
C. A child cries after discovering that it has become lost from its mother.
D. A girl's parents spend much time away from home, leaving her to take care of herself.
E. A man takes pleasure and pride in designing high rise apartments.
F. A young man tries to win the approval of friends by participating in sports.

1. _____ Physiologica
2. _____ Self-esteem
3. _____ Love (belong
4. _____ Safety
5. _____ Esteem of oth
6. _____ Self-actualiz

3.b

g exercise to test your knowledge of how needs relate to human
you have finished, your teacher will discuss the answers.

couraged if you do not get a perfect score. If you have made a
to get your mistake corrected, and then try to arrive at an under-
elationship between a certain need and a resultant behavior.

ing list of behaviors with Maslow's needs.

rry for himself when cut from
am.
starves in a concentration
Vorld War II.
after discovering that it has
om its mother.
s spend much time away from
her to take care of herself.
leasure and pride in designing
ments.
ries to win the approval of
ticipating in sports.

1. _____ Physiological
2. _____ Self-esteem
3. _____ Love (belonging)
4. _____ Safety
5. _____ Esteem of others
6. _____ Self-actualization

Learning Activity A.4.

After you have read the following behavior situations, select t
probable forces of motivation (FM's). When we talk about "probab
we are referring to that behavior or event which is most likely
example, weather forecasters, despite improved methods of foreca
talk in terms of probability. For example, they may say there
of showers.

Both of Tim's parents have college educations and are successful in their pro
is an electrical engineer, and his mother a dental technician. Both of Tim's
on the school honor roll each year since they have been in school. Tim has
the third grade, where he had a teacher who belittled him whenever he made
compare him unfavorably with his older sisters. The parents, whose pride w
brought home unfavorable grade cards, soon began to ride him unmercifully,
can bring home such good grade cards and can make the honor roll, you can

Tim's records show his I.Q. to be consistently high, after tests given in the
grade, and seventh grade. This seems to indicate that he can do better wor

It seems to Tim that the harder he tries to satisfy his parents, while trying t
the more he fails to please them, even though he usually gets average grade
got a failing grade on his math test. The following day after receiving this
morning feeling sick and wished he could stay home from school.

What were Tim's most probable FM's -- that is, what were the most probabl
to fill?

1. ____________________________________

2. ____________________________________

3. ____________________________________

the following behavior situations, select the individual's most
otivation (FM's). When we talk about "probable" or "probability,"
that behavior or event which is most likely to happen. For
ecasters, despite improved methods of forecasting weather, still
bability. For example, they may say there is a 10 percent chance

ve college educations and are successful in their professions. Tim's father
r, and his mother a dental technician. Both of Tim's older sisters have been
each year since they have been in school. Tim has never done well since
ne had a teacher who belittled him whenever he made mistakes. She would
y with his older sisters. The parents, whose pride was hurt when their son
le grade cards, soon began to ride him unmercifully, "Son, if your sisters
od grade cards and can make the honor roll, you can too."

I.Q. to be consistently high, after tests given in the third grade, fifth
de. This seems to indicate that he can do better work than he does.

harder he tries to satisfy his parents, while trying to improve his grades,
ase them, even though he usually gets average grades. The other day Tim
is math test. The following day after receiving this grade, he got up in the
d wished he could stay home from school.

robable FM's -- that is, what were the most probable needs he was trying

Learning Activity A.5.

In this activity you are asked to list the person's need and a resources or methods that the individual could use to satisfy h feel that by having you give more than one resource for the ne will begin to see that there are, in almost every case, a numbe need satisfactions, or to put it more bluntly, there is "more t a cat."

a. Alice is shy but wants to make friends among eighth-grade classmates. Some probable resources Alice could use:

1.
2.
3.

Need of

b. Ned's parents are seldom home. Both work and spend at least three nigh cards. Ned's father gives him a large allowance and buys him anything h Some probable resources Ned could use:

1.
2.
3.

Need of

c. Susan is an excellent student. Her younger brother, Ken, does not make although his tests reveal an intelligence slightly superior to Susan's. Ke try to apply pressure to get Ken to improve his grades. Being compared u sister and also to his friends causes Ken to lose confidence in himself. Some probable resources Ken could use:

1.
2.
3.

Need of

u are asked to list the person's need and at least three probable
ls that the individual could use to satisfy his or her needs. We
you give more than one resource for the need satisfaction, you
hat there are, in almost every case, a number of ways to meet
or to put it more bluntly, there is "more than one way to skin

nts to make friends among eighth-grade classmates.
rces Alice could use:

Need of ______________________

eldom home. Both work and spend at least three nights bowling or playing
gives him a large allowance and buys him anything he wants. Ned feels lonely.
rces Ned could use:

Need of ______________________

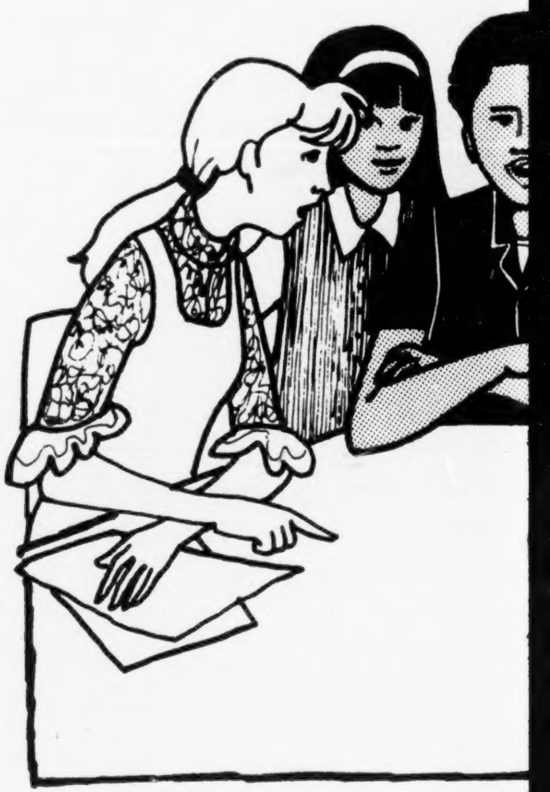
nt student. Her younger brother, Ken, does not make as good grades as hers,
eveal an intelligence slightly superior to Susan's. Ken's parents and teachers
e to get Ken to improve his grades. Being compared unfavorably to his older
is friends causes Ken to lose confidence in himself.
rces Ken could use:

Need of ______________________

Learning Activity A.6.a

Through your buzz group activity you should be able to develop a reasons why people begin taking and continue taking drugs, alcoho order to satisfy certain forces of motivation. This is a good ac helps you to see that people have similar needs, but may do the s engage in similar behaviors for a variety of different reasons.

a. After your buzz group has discussed why some people use DAT to satisfy ce summary of some of the reasons you think people may take drugs, alcohol, satisfy certain FM's.



.a

group activity you should be able to develop a list of the many e begin taking and continue taking drugs, alcohol, and tobacco in certain forces of motivation. This is a good activity, because it that people have similar needs, but may do the same things or behaviors for a variety of different reasons.

oup has discussed why some people use DAT to satisfy certain FM's, write a of the reasons you think people may take drugs, alcohol, and tobacco to 's.

Learning Activity A.6.b

The following play is one which we hope will encourage some discus various reasons for taking drugs. You may also wish to discuss wh may not choose to take drugs. The ending of the play is purposely students to consider role-playing or writing their own endings.

This in itself should stimulate a good discussion among members of

CAST OF CHARACTERS

Young man	Tim
Drug User.....................	Don
Counselor.....................	Mr. Wright
Tim's Girl.....................	Tina
Tim's Cousin	Fran

6.b

y is one which we hope will encourage some discussion about the
or taking drugs. You may also wish to discuss why some persons
take drugs. The ending of the play is purposely left open for
der role-playing or writing their own endings.

ould stimulate a good discussion among members of the class.

CAST OF CHARACTERS

Young man	Tim
Drug User.....................	Don
Counselor.....................	Mr. Wright
Tim's Girl.....................	Tina
Tim's Cousin	Fran

Introduction

Tim:	a guy trying to impress Tina with the cool aspect of drug use
Fran:	Tim's visiting cousin, new in town
Tina:	a 14-year-old student
Don:	drug abuser, who must sell drugs to get money to support his use of drugs
Mr. Wright:	teacher-counselor who is interested in students and their problems

Play

(Immediate Physical Setting-IPS- - Eighth grade graduation party in school gymnasium.)

(Tim, Tina, Fran, and Don are standing in a group. The band is playing in the background. Mr. Wright is talking to students on the other side of the room.)

trying to impress Tina
the cool aspect of drug

visiting cousin, new
wn

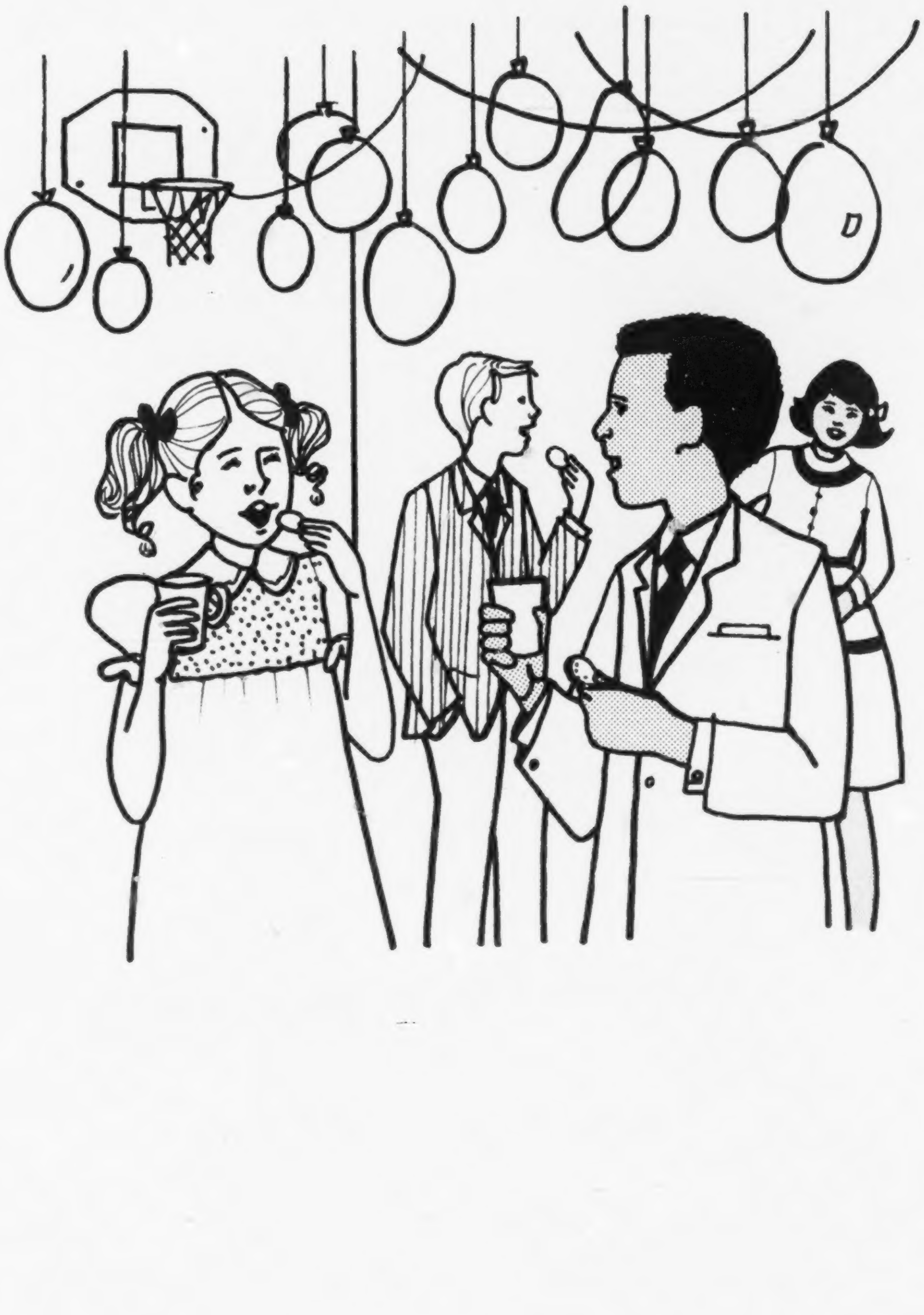
-year-old student

abuser, who must sell
to get money to support
se of drugs

her-counselor who is
ested in students and
problems

Setting-IPS- - Eighth grade
chool gymnasium.)

d Don are standing in a
playing in the background.
g to students on the other



Tim: Don and Tina, I'd like you to meet my cousin Fran. She is going summer with us.

Tina: Hi, Fran, hope you enjoy the party.

Fran: Thanks a lot. I've been wanting to meet some of Tim's friends si

Don: Hey Fran, where ya from?

Fran: I'm from Mt. Idy, Ohio. My mom has been ill for some time, an the summer at Tim's while she recuperates.

Tim: Tina, want to dance?

Tina: No thanks, Tim. Hey Fran, I've got to comb my hair. Please co

Don: Listen Tim, does your cousin smoke?

Tim: I don't know. I haven't seen her in a long time.

Don: Well, how about if I offer her some grass. Will you care?

Tim: I can't tell her what to do, even though she wants me to. But if and Tina some grass, she might feel more at ease and try it. Ho Do you smoke?

Don: Not too often, I need the money to buy drugs and stay cool.

Tim: Does Tina smoke grass?

Don: I don't know. I've never seen her do any grass, but many of her

'ina, I'd like you to meet my cousin Fran. She is going to spend the
ith us.

hope you enjoy the party.

lot. I've been wanting to meet some of Tim's friends since I came.

where ya from?

Mt. Idy, Ohio. My mom has been ill for some time, and I'm spending
er at Tim's while she recuperates.

nt to dance?

s, Tim. Hey Fran, I've got to comb my hair. Please come with me.

m, does your cousin smoke?

ow. I haven't seen her in a long time.

v about if I offer her some grass. Will you care?

ll her what to do, even though she wants me to. But if you offer both her
some grass, she might feel more at ease and try it. How about you Don?
moke?

ften, I need the money to buy drugs and stay cool.

a smoke grass?

now. I've never seen her do any grass, but many of her friends blow grass.

Tim: Well, maybe if I smoke some grass, she'll think I'm cool and want t me.

Don: You'll never know unless you try. I'll sell you a couple of joints ri want.

Tim: Well, what will I do with them if she doesn't smoke, since I don't s

Don: Well, if that happens, I'll buy them back from you. But don't worry problem.

Tim: All right, that sounds great!

Don: Here's a couple of joints. Give me two dollars.

Tim: (Handing money to Don) Okay.

Don: Hey Fran, let's dance.

Tim: Go ahead. Don's a terrible dancer, and your feet won't forget it.

Fran: Yes, I'd like to dance.

(Don and Fran dance away from Tim and Tina)

Tim: Would you like to dance now?

Tina: No thanks, I don't feel like dancing.

Tim: Well, would you like to go for a walk and smoke?

Tina: You know I've never smoked!

e if I smoke some grass, she'll think I'm cool and want to dance with

r know unless you try. I'll sell you a couple of joints right now if you

will I do with them if she doesn't smoke, since I don't smoke?

at happens, I'll buy them back from you. But don't worry, there's no

hat sounds great!

ouple of joints. Give me two dollars.

oney to Don) Okay.

let's dance.

Don's a terrible dancer, and your feet won't forget it.

ke to dance.

(Don and Fran dance away from Tim and Tina)

like to dance now?

I don't feel like dancing.

ld you like to go for a walk and smoke?

've never smoked!

Tim: No! I don't mean a cigarette, I mean grass.

Tina: I know what you mean. You don't smoke, do you?

Tim: Don can get me all I want, whenever I want it.

Tina: Don't you know that Don uses drugs and pushes marijuan

Tim: I know that, but it doesn't matter -- that's his business
not?

Tina: I think you're crazy, and if you want to smoke go right a

(Tina walks away from Tim and bumps into Mr. Wrigh

Mr. Wright: Hello, Tina. I haven't seen you dance all evening.

Tina: Oh! Mr. Wright, I don't know what to do. Will you he

I don't mean a cigarette, I mean grass.

ow what you mean. You don't smoke, do you?

can get me all I want, whenever I want it.

't you know that Don uses drugs and pushes marijuana to keep himself on drugs?

ow that, but it doesn't matter -- that's his business. Do you want to smoke or
?

ink you're crazy, and if you want to smoke go right ahead and ruin yourself.

(Tina walks away from Tim and bumps into Mr. Wright)

lo, Tina. I haven't seen you dance all evening.

Mr. Wright, I don't know what to do. Will you help me?

Learning Activity A.6.b

After you have read, or acted out the play, answer the fol

b. 1. What was the most probable FM for

a. Don

b. Tim

c. Tina

d. Fran

A.6.b

read, or acted out the play, answer the following questions:

the most probable FM for

Learning Activity A.7.

SANDY: You may alter names and descriptions to suit your
answers many questions like this each year. Prete
question and then give an Ann Landers type of repl

Read the following story and then answer the question:

Sandy is a pretty cheerleader who is popular with most of the Simpson Junior High's student body. In most of her ninth-grade classes she sits near, or next to Nick, a tall, nice-looking freshman center on the junior high varsity basketball team. Nick is well-liked by both the student body and his teachers. Although he is a little shy, his peers and teachers find him intelligent, cooperative, and possessed of a pleasant sense of humor.

Tammy is a cute little chick who is soft-spoken and is so pleasant and outgoing that boys enjoy being around her. She is intelligent and studies hard to maintain her near-A average. She is active in student affairs and has been elected secretary of the student council.

Sandy has become interested in Nick, and in her classes she appears
says during class discussion. Nick, on the other hand, seems to pay
Sandy beyond his customary exchange of greeting. Occasionally Sand
her way, which convinces her that perhaps he likes her but is too shy

Lately Nick has been escorting Tammy through the halls to her classes
enjoy each other's company, having much in common.

ames and descriptions to suit your own IPS -- Ann Landers
uestions like this each year. Pretend you are asked this
en give an Ann Landers type of reply.

d then answer the question:

er who is popular with
High's student body.
classes she sits near,
e-looking freshman
arsity basketball team.
the student body and
is a little shy, his
intelligent, cooper-
pleasant sense of

k who is soft-spoken
going that boys enjoy
ntelligent and studies
average. She is
d has been elected
uncil.

ed in Nick, and in her classes she appears to hang onto every word he
on. Nick, on the other hand, seems to pay little outward attention to
y exchange of greeting. Occasionally Sandy sees Nick casting glances
her that perhaps he likes her but is too shy to acknowledge it.

rting Tammy through the halls to her classes. Sandy assumes that they
y, having much in common.

Sandy is an intelligent girl, but she has not worked to bring her gra
Tammy. Despite her temper and her critical tongue, she does have
resources to attract Nick. First, she has a sense of humor. She ha
is the head cheerleader and is also considered the best female danc
usually very kind and pleasant to be around.

What resources could Sandy use to attract Nick's attention if the IP

What resources could she use if the IPS were a basketball game?

What resources could she use if the IPS were the hallway of the sc

girl, but she has not worked to bring her grades up to the level of Nick or
mper and her critical tongue, she does have good traits that she can use as
k. First, she has a sense of humor. She has energy and ability, for she
and is also considered the best female dancer at school dances. She is
leasant to be around.

andy use to attract Nick's attention if the IPS were a school dance?

he use if the IPS were a basketball game?

he use if the IPS were the hallway of the school?

Learning Activity A.8.a

Resources are ways or things we use to help solve problems. Ken
What ways would you suggest to solve his problem?

Read the following stories and list five resources for each which woul sati
motivation in that particular IPS.

Ken is thirteen years old and is one of six boys living with a widowed mother i
neighborhood. The mother works as a waitress in a coffee shop and is up seve
the boys get ready to go to school. The boys have to fix their own breakfast b
so since they prefer the extra few minutes of sleep or, as is often the case, fi
food available.

Frequently they have little or no money for lunch, and if they wish to have lunc
sack lunches, which they rarely have done. Consequently, Ken and his brothe
hungry and are famished by lunch time. They cannot concentrate on school wo
irritable when asked by the teacher to respond in class.

List five resources Ken could use to satisfy his FM in that IPS.

1.

2.

3.

4.

5.

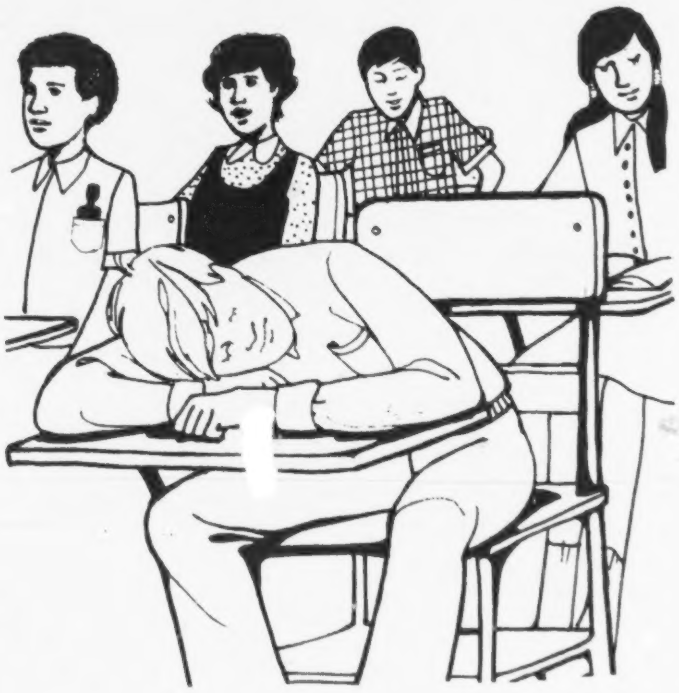
r things we use to help solve problems. Ken has a problem. suggest to solve his problem?

tories and list five resources for each which would satisfy the forces of rticular IPS.

d and is one of six boys living with a widowed mother in a run-down her works as a waitress in a coffee shop and is up several hours before to school. The boys have to fix their own breakfast but often do not do extra few minutes of sleep or, as is often the case, find little breakfast

tle or no money for lunch, and if they wish to have lunch they must prepare ey rarely have done. Consequently, Ken and his brothers go to school d by lunch time. They cannot concentrate on school work and often become the teacher to respond in class.

could use to satisfy his FM in that IPS.



Learning Activity A.8.b

Here is a familiar person -- not very hilarious if you are
do to help himself?

Mickey Mite is thirteen years old, stands four feet, four inches tall,
pounds dripping wet. He is very near-sighted and wears heavy lenses
work. He has a difficult time performing in gym class. Often his clas
fully because he fumbles the basketball or fails to hit the softball in c
his eyesight and lack of coordination cause him to get hurt when some
tumbling him head over heels into the wall. Mickey is so upset by the
around that he gets sick to the point of vomiting.

List five resources that Mickey could use to satisfy his FM's in that I

1.

2.

3.

4.

5.

erson -- not very hilarious if you are Mickey. What can Mickey

years old, stands four feet, four inches tall, and weighs seventy-five
e is very near-sighted and wears heavy lenses in order to do his school
t time performing in gym class. Often his classmates taunt him unmerci-
s the basketball or fails to hit the softball in contests. Not unfrequently
coordination cause him to get hurt when some big bruiser slams into him,
heels into the wall. Mickey is so upset by the time gym class comes
to the point of vomiting.

Mickey could use to satisfy his FM's in that IPS.

JUDGMENTAL VERSUS CAUSAL THINKING

Learning Activity B.1.

Here are ten behavioral situations. They can be divided into t
a. as "X," then also label all others like a., "X." Those diffe
"Y."

1. Divide the behavioral situations below into two distinct groups. All those be different in some way from the other group. (There is a way in which f are different from the other five.)

   a. You see a man stagger down the street and conclude that he is drunk.

   b. You hear a burglar alarm and see a man running down a street. Later y being robbed. You think he is the robber.

   c. You have lost an expensive name-brand watch. Later you see someone a watch. You realize that although it looks like your watch, it may no to that person.

   d. A woman is spanking a small child very hard in front of her house. Yo she must be a mean mother.

   e. A friend of yours received A's and B's in all her subjects but one. She Algebra. You tell your other friends that she has a poor teacher in Alge

   f. You see your married neighbor who is a well-respected lawyer dining in with a beautiful woman. You conclude that he is running around with o

   g. Jane got her first A on a science test. Although you realize she could feel that there may be other reasons why she got the A on the test.

SAL THINKING

situations. They can be divided into two groups. Label
bel all others like a., "X." Those different from a., label

tuations below into two distinct groups. All those in one group have to
from the other group. (There is a way in which five of these situations
er five.)

r down the street and conclude that he is drunk.

rm and see a man running down a street. Later you hear about a store
ink he is the robber.

ensive name-brand watch. Later you see someone you know wearing such
that although it looks like your watch, it may not be yours but belongs

a small child very hard in front of her house. You tell your friend that
nother.

ived A's and B's in all her subjects but one. She received an F in
r other friends that she has a poor teacher in Algebra.

neighbor who is a well-respected lawyer dining in a fancy restaurant
an. You conclude that he is running around with other women.

a science test. Although you realize she could have cheated, you also
other reasons why she got the A on the test.

h. A new kid at school who wears his hair long has struck up a frie dropouts. You think that he also may be a poor student, but on a good student.

i. Linda, whose parents are very strict, has never worn lipstick. wearing lipstick. You conclude that she does this against her p

j. John, whose uncle is the eighth-grade basketball coach, is five the surprise of many, he made the team, while the taller boys w conclude that although he is short for a basketball player, he m successfully.

ool who wears his hair long has struck up a friendship with the potential
hink that he also may be a poor student, but on the other hand he might be

arents are very strict, has never worn lipstick. One day she comes to school
. You conclude that she does this against her parents' wishes.

le is the eighth-grade basketball coach, is five feet, four inches tall. To
any, he made the team, while the taller boys were cut from the squad. You
though he is short for a basketball player, he may have the skills to play

Learning Activity B.2,a and b

Now tell why you divided these stories into two groups. What r
to make the division?

2. Look at the situations in the two groups you formed on page 80 of your no
   explain what your reasons were for dividing them into these two groups.

   a.

   b.

nd b
ided these stories into two groups. What reasons did you use ?

in the two groups you formed on page 80 of your notebook and briefly sons were for dividing them into these two groups.

468

Learning Activities B.3 and 4

Perhaps you can define the first two terms on this page on th exercise. Now your teacher will give you a definition of thes were you?

3. From class discussion and the explanations on notebook page 81, write the terms, "Causal Thinking" and "Judgmental Thinking."

   My definition of "Causal Thinking" is:

   My definition of "Judgmental Thinking" is:

4. My new definition of "Causal Thinking" is:

   My new definition of "Judgmental Thinking" is:

.3 and 4

efine the first two terms on this page on the basis of the first ur teacher will give you a definition of these terms. How close

ssion and the explanations on notebook page 81, write your own definitions of al Thinking" and "Judgmental Thinking."

"Causal Thinking" is:

"Judgmental Thinking" is:

of "Causal Thinking" is:

of "Judgmental Thinking" is:

Learning Activity B.5.

Here are ten behavioral situations. Can you separate the cau
After you have finished the exercise, you probably will want
cussion about why someone disagreed with the majority of the

5. Read each paragraph, then decide whether it is an example of causal
After you have decided, underline either causal or judgmental.

a. Since Sue missed all of her arithmetic problems, she will miss all

Causal Judgmental

b. Bob, age 21, who has been able to drink moderately without any ob
girlfriend when she turned down his offer of a drink, "Aw, come on
should be able to handle one drink."

Causal Judgmental

c. Jim, age 45, has been observed to be increasing his alcohol consu
last six months. He has taken more and more time off from his job
repeatedly been warned by his supervisor to straighten up or lose
has often reported to work seemingly under the influence of alcoho
good and will be a chronic alcoholic within six months.

Causal Judgmental

d. Frank, age 23, has been seen by a friend leaving Tony's Tavern ev
weeks at or near closing time. The friend might think to himself, "
problem which he is trying to drown out in drink, or he may be wor
supplement his income."

Causal Judgmental

ioral situations. Can you separate the causal from the judgmental?
ished the exercise, you probably will want to have a class dis-
someone disagreed with the majority of the class.

ph, then decide whether it is an example of causal or judgmental thinking.
ided, underline either causal or judgmental.

ed all of her arithmetic problems, she will miss all of her spelling words, too.

Causal Judgmental

ho has been able to drink moderately without any obvious ill effects, told his
she turned down his offer of a drink, "Aw, come on, have one. Any teen-ager
to handle one drink."

Causal Judgmental

as been observed to be increasing his alcohol consumption gradually over the
. He has taken more and more time off from his job as a result. He has
warned by his supervisor to straighten up or lose his job, especially as he
ted to work seemingly under the influence of alcohol. Joe says that Jim is no
e a chronic alcoholic within six months.

Causal Judgmental

has been seen by a friend leaving Tony's Tavern every night for the last three
ar closing time. The friend might think to himself, "It may [illegible] that Frank has a
he is trying to drown out in drink, or he may be working there part time to
income."

Causal Judgmental

e. Tim is 16 years old. Recently his mother discovered an empty whiskey bo
can when she emptied the waste paper basket. Her first thought was that
started drinking secretly. After further thought, she concluded that it mig
that someone else may have placed the bottle in the trash can. Therefore
further investigation would be in order.

Causal Judgmental

f. Ralph has observed some of his friends who have become habitual drug us
himself to "have more on the ball" than his friends -- so drug dependency
to him.

Causal Judgmental

g. Tim said that without doubt the only reason any teen-ager takes drugs is
talked into it by friends.

Causal Judgmental

h. Angela said she thought as long as a person felt O.K. a few hours after ta
all right for that person to continue to use it.

Causal Judgmental

i. Mike said there is no way to explain why people who know better take dru
low I.Q.'s.

Causal Judgmental

j. Helen said she heard that marijuana caused a person to want to continue
knew a friend who stopped after trying it once. It must be, she said, that
not cause a person to want to use it again and again.

Causal Judgmental

s old. Recently his mother discovered an empty whiskey bottle in the trash
emptied the waste paper basket. Her first thought was that maybe Tim had
g secretly. After further thought, she concluded that it might be possible
else may have placed the bottle in the trash can. Therefore, she felt that
gation would be in order.

Causal Judgmental

rved some of his friends who have become habitual drug users. He considers
ve more on the ball" than his friends -- so drug dependency will never happen

Causal Judgmental

without doubt the only reason any teen-ager takes drugs is because he was
by friends.

Causal Judgmental

e thought as long as a person felt O.K. a few hours after taking a drug it was
at person to continue to use it.

Causal Judgmental

e is no way to explain why people who know better take drugs; they must have

Causal Judgmental

e heard that marijuana caused a person to want to continue using it, but she
who stopped after trying it once. It must be, she said, that marijuana does
rson to want to use it again and again.

Causal Judgmental

CONSEQUENCES OF HUMAN BEHAVIOR
Learning Activity C.1.

After reading the dictionary definition of the word consequences, you write your own meaning also. But please read the dictionary meaning, to ask your teacher questions. Keep in mind that consequences follow Immediate is another word that you may want to use in place of short-

1. Consequences of Human Behavior

   a. Write a dictionary definition of the word consequence.

   b. Write a definition of short-term consequences.

   c. Write a definition of long-range consequences.

BEHAVIOR

nary definition of the word consequences, you may want to lso. But please read the dictionary meaning, and feel free tions. Keep in mind that consequences follow all behavior. d that you may want to use in place of short-term.

Behavior

nition of the word consequence.

____

____

hort-term consequences.

____

____

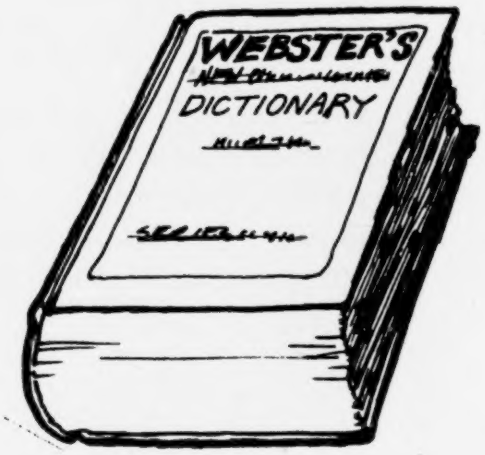
ong-range consequences.

____

____

____

____



Learning Activity C.2.

These situations may be too brief for you, feel free to add a wish. By the way, "probable" means, "something that might ha

After you have read each of the following situations, think of short-term c probable and list these under S.T. (short-term). Then, think of long-rang probable as a result of the behavior in the story or situation and list thes under L.R. (long-range).

a. The Rinky Dink Construction Company uses cheap building material or regular prices for all its contracted work.
S.T. L.R.

b. Mrs. I.M. Goode is a morally upright pillar of the community; how ness. She loves to gossip about those people whom she has heard seen doing things that she thinks are unacceptable.
S.T. L.R.

c. Crooked Cal, an auto mechanic, has made a practice of telling his customers that they must have more repairs than they really need. out-of-town and out-of-state customers who are unfortunate enoug on their highways.
S.T. L.R.

d. Daredevil Dan has just received his driver's license and has purch wheels" with plenty of horsepower under the hood. He enjoys imp girls, with his driving skills or what he calls "control over the wh much of a challenge in a drag race, whether the scene of action be Hooterville or the ribbon of concrete called the superhighway.
S.T. L.R.

477

.

ay be too brief for you, feel free to add anything that you may
"probable" means, "something that might happen."

ach of the following situations, think of short-term consequences that are
se under S.T. (short-term). Then, think of long-range consequences that are
of the behavior in the story or situation and list these probable consequences
ge).

Construction Company uses cheap building materials but charges standard
es for all its contracted work.

L.R.

ode is a morally upright pillar of the community; however, she has one weak-
es to gossip about those people whom she has heard about or whom she has
ngs that she thinks are unacceptable.

L.R.

an auto mechanic, has made a practice of telling his less knowledgeable
they must have more repairs than they really need. He also overcharges
d out-of-state customers who are unfortunate enough to have breakdowns
ays.

L.R.

has just received his driver's license and has purchased a fairly new "set of
plenty of horsepower under the hood. He enjoys impressing others, especially
driving skills or what he calls "control over the wheels." No situation is too
lenge in a drag race, whether the scene of action be the city streets of
the ribbon of concrete called the superhighway.

L.R.

e. Soulful Sam "digs the sounds." He decides to save money to buy an
set of amplifiers. His buddy has an expensive set of drums and, ha
great for dances. But first Sam must take lessons.
S.T. L.R.

f. Goodtime Gertie has a lot of Christmas presents to buy, but she has
jobs on weekends to date Groovy Gus.
S.T. L.R.

g. Mr. S., vice-president in charge of personnel at a local factory, wa
and offensive at parties. At lunch, he had three martinis, while his
has occasionally had blackouts. On at least one occasion, he coul
to Cleveland or checking into the motel. As he related this adventur
it was hilarious.
S.T. L.R.

gs the sounds." He decides to save money to buy an electric guitar and a
s. His buddy has an expensive set of drums and, having had lessons, is
. But first Sam must take lessons.

L.R.

has a lot of Christmas presents to buy, but she has turned down baby-sitting
ds to date Groovy Gus.

L.R.

esident in charge of personnel at a local factory, was sometimes boisterous
t parties. At lunch, he had three martinis, while his companion had one. He
y had blackouts. On at least one occasion, he could not remember driving
checking into the motel. As he related this adventure to others, he thought
.

L.R.

Learning Activities C.3.a, b, and c

By listing the short-term effects of cigarettes, alcohol, and o
notice that some of the effects are similar.

a. List five short-term effects of smoking cigarettes (example, could make me cough).

1.

2.

3.

4.

5.

b. List at least five short-term effects of the use of alcohol (example, could relax me).

1.

2.

3.

4.

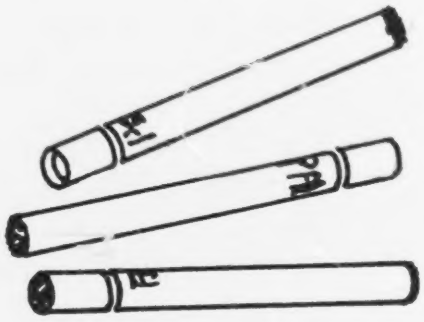
5.

c. List some short-term effects of other frequently-abused drugs.

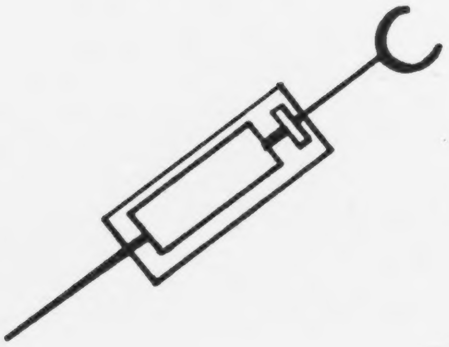
.3.a, b, and c

rt-term effects of cigarettes, alcohol, and other drugs, you may f the effects are similar.

m effects of smoking cigarettes (example, could



short-term effects of the use of alcohol (example,



erm effects of other frequently-abused drugs.

Learning Activities C.4.a,b,c, and d

Remember in selecting long-range consequences that one must not thi
but causally.

Here is something to think about:

The cost of living is going up and up and unemployment is going the
fore, $1 a week, or $52 a year may be hard to come by. Also if we
in history at the cost of cigarettes, we will learn that twenty yea
around 18 to 20 cents. So twenty years from now, a package of ciga
(probability) cost $1.

Long-range consequences

a. List five long-range effects of smoking cigarettes (example, cancer of the l

1. 4.
2. 5.
3.

b. Assume that the cost of a pack of cigarettes is 45 cents and that person sm
day. Calculate the amount of money he would spend for smoking cigarettes
Calculate how much a person would spend after ten years. Forty years.

1. __________ per year.
2. __________ per ten years.
3. __________ per forty years.

c. Assume one can of beer costs 35 cents. How much will it
cost to drink:

1. __________ 2 cans a day?
2. __________ 2 cans a day per year?
3. __________ 2 cans per day for 10 years?

d. Assume a person's heroin use is five dime bags a day.
What is the cost:

1. __________ a day?
2. __________ a year?

. a,b,c, and d

g long-range consequences that one must not think judgmentally,

think about:

s going up and up and unemployment is going the same route; there-
$52 a year may be hard to come by. Also if we take a look back
st of cigarettes, we will learn that twenty years ago a pack cost
s. So twenty years from now, a package of cigarettes might
1.

es

ge effects of smoking cigarettes (example, cancer of the lungs).

4.
5.

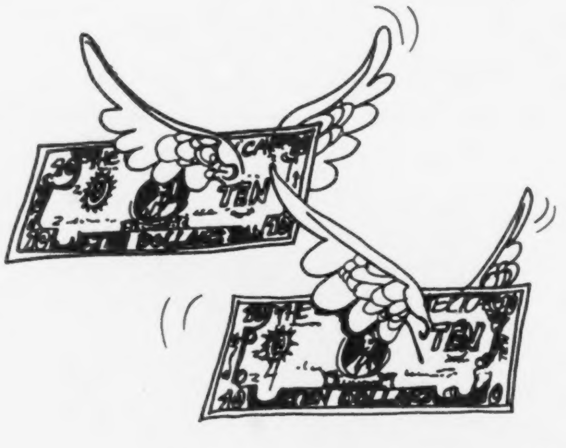
ost of a pack of cigarettes is 45 cents and that person smokes two packs a
e amount of money he would spend for smoking cigarettes for just one year.
ch a person would spend after ten years. Forty years.
r year.
r ten years.
r forty years.

f beer costs 35 cents. How much will it

cans a day?
cans a day per year?
cans per day for 10 years?

s heroin use is five dime bags a day.

day?
year?



Learning Activity C.4.e

The drugs listed may not be familiar to you. A new familiar l you wish to make one. The word "legal" also means "law." By "social" means "acceptance." Were you aware of all the conseq

e. After your teacher has given you an example, fill in the blank spaces appropriate long-range consequences to the drug users in each of the

Consequences of DAT Use

Drugs	Legal	Social	Vocational (Job)	Fina
Heroin				
Alcohol				
Marijuana				
Nembutal				
Tobacco				
Benzedrine				
LSD				

e

not be familiar to you. A new familiar list is all right if
e. The word "legal" also means "law." By the way, the word
eptance." Were you aware of all the consequences?

r has given you an example, fill in the blank spaces below with the
range consequences to the drug users in each of the categories.

Consequences of DAT Use

egal	Social	Vocational (Job)	Financial	Educational

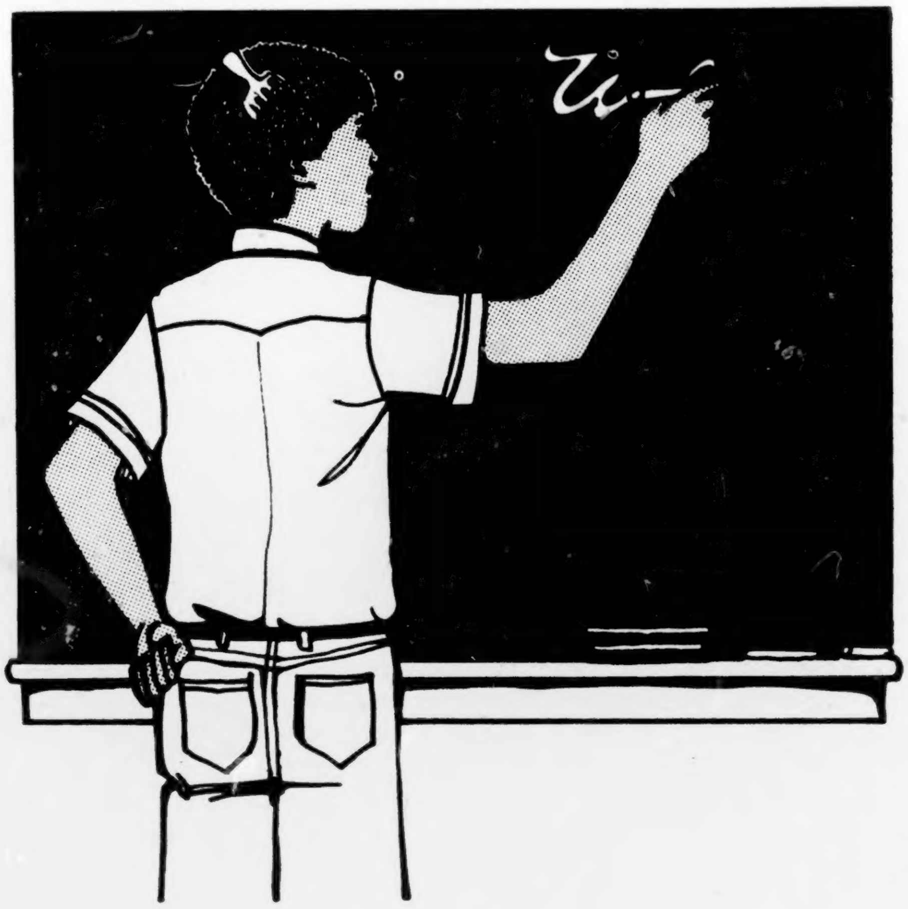
Learning Activity C.4.f

Feel free to ask the teacher to explain the commonly accepted definiti psychological dependence. Did you know that "psyche" is a Greek word

f. Copy the commonly-accepted definition of psychological dependence your teach written on the chalkboard.

acher to explain the commonly accepted definition of e. Did you know that "psyche" is a Greek word for "mind"?

ccepted definition of psychological dependence your teacher has oard.



Learning Activity C.4.g

Have you heard about an organization called the World Health Organ
A few years ago this group suggested that the phrase "drug depende
a person who is physically or psychologically dependent on drugs.
this phrase is that anybody who abuses drugs might learn to depend
his mind or body feel a certain way.

Read the two stories and list the type of dependence you think each person may

1. Paul has smoked marijuana over weekends and occasionally in the evenings fo
   year. He has tried to stop, but he quits only for a week or two and then begi
   says he starts again not because he has to, but because he likes to.

   Determine whether Paul has a physical dependence, psychological dependenc

2. Mary has been taking heroin for two years. She has tried to stop, but when sh
   experiences nausea and tremors. She has lost her job because of inefficiency
   she can steal or borrow to buy drugs. Once during the two years she went to
   received treatment that enabled her to stop taking the drugs for about six mont
   time, she felt fine. One day while in a bad mood, she started taking heroin a

   Determine whether Mary has a physical dependence, psychological dependenc *an organization called the World Health Organization (WHO)? group suggested that the phrase "drug dependent" best describes ically or psychologically dependent on drugs. The reason for anybody who abuses drugs might learn to depend upon them to make l a certain way.*

list the type of dependence you think each person may be exhibiting.

juana over weekends and occasionally in the evenings for a period of a stop, but he quits only for a week or two and then begins again. He not because he has to, but because he likes to.

ul has a physical dependence, psychological dependence, or no dependence.

heroin for two years. She has tried to stop, but when she does, she nd tremors. She has lost her job because of inefficiency and spends money w to buy drugs. Once during the two years she went to a clinic and at enabled her to stop taking the drugs for about six months. During that ne day while in a bad mood, she started taking heroin again.

ary has a physical dependence, psychological dependence, or no dependence.

Learning Activity C.5.a

This is your list of ways to turn down drinking invitations. Your lis
as many suggestions as you wish to show ways to say no. But keep in m
IPS has something to do with your decision.

5.a. List as many ways as you can to turn down drinking invitations. Example: No
trying to quit!

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

.a

of ways to turn down drinking invitations. Your list may contain
s as you wish to show ways to say no. But keep in mind that the
to do with your decision.

ys as you can to turn down drinking invitations. Example: No thanks, I'm

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

491

492

Learning Activity C.5.b

Hold it a second! This might be a good time to bring your d
screeching halt and put it in reverse gear.

Remember that nicotine, the substance in cigarette tobacco t
feelings (mind) may cause physical and psychological depende
way to say no to smoking could be "I don't want to become ph
on a drug."

5.b. List as many ways as you can to turn down smoking invitations. Th
from the previous exercise. Example: No thanks, I'm out for footbal

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

y C.5.b

ond! This might be a good time to bring your drug mobile to a
lt and put it in reverse gear.

nicotine, the substance in cigarette tobacco that modifies your
d) may cause physical and psychological dependence. Therefore, one
to smoking could be "I don't want to become physically dependent

y ways as you can to turn down smoking invitations. They should be different
evious exercise. Example: No thanks, I'm out for football.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Learning Activity C.5.c

This is a good time to remember that we are all different. Our r down a drug may sound alike, but everyone must make his own decis very important.

5.c. Now that you have discussed ways to turn down drug invitations in a buzz that you thought were very good.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

remember that we are all different. Our reasons for turning alike, but everyone must make his own decision, and that is

cussed ways to turn down drug invitations in a buzz group, list some very good.

INEFFECTIVE RESOURCES
Learning Activities D.1. a and b

You have watched a young child kick and scream when his wil
the signs of maturity is the ability to identify blocked re
find alternatives.

Here we are asking you simply to identify the blocked resou

1.a. Draw the blocked resource diagram as given to you by the teache

b. Pick from the following examples the ones which have blocked re
in the space provided and indicate what the blocked resource is:

1. Johnny was a high school letterman in football.until one day h

____

____

2. Susie has always had to study hard to receive good grades th
is in college and on the honor roll every semester.

____

____

3. George has always enjoyed being a life guard and gaining ad
friends each summer at the beach. Last week George and his

____

____

4. Stevie used to feel bold and courageous when he teased the c
school with his older brother Bob. Bob left for college in ano

____

____

CES

.1. a and b

young child kick and scream when his will is blocked. One of
ity is the ability to identify blocked resources and try and

you simply to identify the blocked resource.

ed resource diagram as given to you by the teacher in the space below.

ollowing examples the ones which have blocked resources. Label them B R
ovided and indicate what the blocked resource is:

a high school letterman in football.until one day he unfortunately broke his leg.

____

____

lways had to study hard to receive good grades throughout high school. Now she
e and on the honor roll every semester.

____

____

always enjoyed being a life guard and gaining admiration and respect of his girl
h summer at the beach. Last week George and his parents moved to Nome,Alaska.

____

____

to feel bold and courageous when he teased the older boys as he walked to
his older brother Bob. Bob left for college in another state yesterday.

____

____

Learning Activity D.2.

Sometimes we do not outgrow some pleasurable resources that were
the inadequate resources in the stories that follow.

2. From the following situations, describe in the space provided below the in
   being used.

   a. Jack liked to play Cowboys and Indians. He looked forward to the end
   and to the summer months when he could get outdoors and play Cowboys
   read about Indians, liked to see movies and TV shows about Indians, an
   be the Indian when the kids played Cowboys and Indians. It all started
   Indian outfit for his birthday when he was five years old. It brought hi
   His buddies thought it was real sharp and some of them were a little en
   older, fewer and fewer of the kids wanted to play Cowboys and Indians
   grown his Indian suit, but he had salvaged a few feathers and made a h
   He used his mother's lipstick to paint himself like an Indian and wrappe
   blanket, which was held together with an old clothesline rope, around h
   in the summer when he was ready to enter the eighth grade, all his budd
   refused to play Cowboys and Indians. He could be seen, alone, chasi
   year-old cowboys through neighbors' yards.

   The inadequate resource being used is:

   ____

   ____

   b. Max was a better-than-average student. During his early years in gra
   classes where other pupils were rather hesitant about answering questi
   during the class discussions. Max was not afraid to talk. His hand w
   into the air when the teacher asked the class to answer a question. Be
   responsive in class, his early teachers heaped praises upon his head f
   attitude. Soon Max, having been so rewarded with praise, began to do

grow some pleasurable resources that were once used. Label
in the stories that follow.

ions, describe in the space provided below the inadequate resource

vboys and Indians. He looked forward to the end of the school years
nths when he could get outdoors and play Cowboys and Indians. He
ked to see movies and TV shows about Indians, and always wanted to
kids played Cowboys and Indians. It all started when Jack got an
rthday when he was five years old. It brought him a lot of attention.
was real sharp and some of them were a little envious. As he grew
r of the kids wanted to play Cowboys and Indians. He had long out-
but he had salvaged a few feathers and made a home made headband.
lipstick to paint himself like an Indian and wrapped a part of an old
eld together with an old clothesline rope, around his waist. Finally,
e was ready to enter the eighth grade, all his buddies his own age
oys and Indians. He could be seen, alone, chasing five- and six-
ough neighbors' yards.

ce being used is:

____

____

n-average student. During his early years in grade school, he was in
pupils were rather hesitant about answering questions or volunteering
ussions. Max was not afraid to talk. His hand was the first to shoot
teacher asked the class to answer a question. Because he was so
his early teachers heaped praises upon his head for his excellent class
having been so rewarded with praise, began to do further research in

many different areas of interest. Because he was rewarded with prais
began to seek approval from his classmates. Consequently, as years
a walking encyclopedia. Max was not unpopular until he approached
Finally, when he was placed in achievement classes in junior high sc
be first, best, and always right brought him into conflict with other st
his seeming know-it-all attitude. He never liked to be proved wrong
doubt about his being correct, he would have to argue a point needles
teachers began to dislike his know-it-all attitude. Students and teac
for his having knowledge but, rather, disliked his attitude of always
having to prove others wrong.

The inadequate resource being used is:

____

____

s of interest. Because he was rewarded with praise by his teacher, he oval from his classmates. Consequently, as years passed he became pedia. Max was not unpopular until he approached junior high school. vas placed in achievement classes in junior high school, his attempts to always right brought him into conflict with other students who disliked -it-all attitude. He never liked to be proved wrong. Even when there was ing correct, he would have to argue a point needlessly. Soon many dislike his know-it-all attitude. Students and teachers did not dislike him vledge but, rather, disliked his attitude of always having to be right and ners wrong.

ource being used is:

ALTERNATE RESOURCES

Learning Activity E.1.

In the five situations, the persons are using resources that socie
unacceptable. Suggest some alternative resources for the persons

List what you think would be alternative ways for the characters in the situat
satisfy their needs:

a. Esteem of Others Need
Although Joan has a couple good friends, she still has a definite esteem need. At the present, she thinks the only way to satisfy this need is to be a cheerleader.

b. Love Need (Belonging)
John needs to be part of a group. To assert his leadership, he fights frequently on the way to and from school.

c. Safety Need
Since Bill threatened Carl with physical violence after their argument two weeks ago, Carl, in an effort to protect himself, has been giving Bill candy whenever they meet.

d. Physiological Need
Fred complains that he is always hungry and has no money for lunch. Recently, he was discovered eating a sandwich from a stolen lunch box.

e. Self-Esteem Need
Nancy spends all of her leisure time studying hard to get the highest grade average in her class. She is a high "B" student, but her need is not satisfied because she feels she must get all "A's."

ns, the persons are using resources that society considers
st some alternative resources for the persons in these stories.

ould be alternative ways for the characters in the situations below to

Need
a couple good friends, she still has a definite
the present, she thinks the only way to satisfy
a cheerleader.

ging)
part of a group. To assert his leadership,
tly on the way to and from school.

ned Carl with physical violence
nt two weeks ago, Carl, in an
imself, has been giving Bill
hey meet.

ed
at he is always hungry and has
h. Recently, he was discovered
from a stolen lunch box.

d
of her leisure time studying hard
grade average in her class. She
dent, but her need is not satisfied
s she must get all "A's."

Story a

Story b

Story c

Story d

Story e

Learning Activity E.2.

What can Dan do to gain the attention he wants?

List what you think could be alternative ways for the person using the ineff the two situations below.

Situation A

Dan is a fifteen-year-old potential drop-out who has many problems, not t his lack of popularity among the students at his school. Because of an est in his case to win recognition from others -- Dan has developed a resourc recognition. One day Dan begins the practice of swearing. Whenever he students standing and talking in the hallway at school, or at the malt shop Dan's mouth pours out a stream of dirty, filthy words. Every new filthy, v quickly adopted into his colorful vocabulary and used as a part of his reso students are shocked by what they hear. Girls, especially, are shocked a blushes, for Dan is no beginner in the art of swearing. He is showing him this area. For weeks and months swearing is his thing and doing his thing attention.

However, Dan has noticed that in recent weeks people are tending to ignor profanity.

Some alternative resources could be:

____

____

____

____

n the attention he wants?

ld be alternative ways for the person using the ineffective resource in w.

ld **potential** drop-out who has many problems, not the least of which is mong the students at his school. Because of an esteem need -- the need gnition from others -- Dan has developed a resource designed to gain this Dan begins the practice of swearing. Whenever he is among a cluster of alking in the hallway at school, or at the malt shop, or at a game or dance, a stream of dirty, filthy words. Every new filthy, vulgar word he hears is s colorful vocabulary and used as a part of his resource. At first many y what they hear. Girls, especially, are shocked as can be seen by their beginner in the art of swearing. He is showing himself to be a master in nd months swearing is his thing and doing his thing gets him a lot of

ced that in recent weeks people are tending to ignore his outbursts of

ces could be:

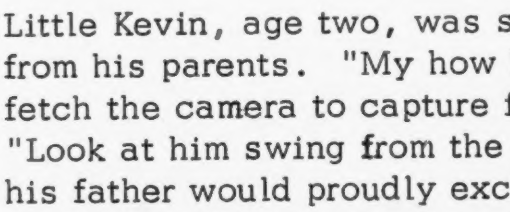
Learning Activity E.2.

Kevin needs help. A ball bat is not an acceptable resource to
all know that the parents started this, but what can Kevin do?

Situation B

Little Kevin, age two, was such an adorable child. Everything he did br
from his parents. "My how he does climb," his mother would say as pro
fetch the camera to capture for posterity the feats performed by their mar
"Look at him swing from the drapes, isn't he advanced in his coordinatio
his father would proudly exclaim. His parents would laugh rather than c
would take his spoon of mashed potatoes and flip it all over the table.
attention he got when people laughed at him. He did not even get into tr
of five, he tried to shave the cat's whiskers with his father's electric ra

As Kevin got older, he still tried hard to get people to notice him and to
summer, when he was eight years
to camp. The first day there, he t
clothes in knots, while everybody
he put a garter snake down the bac
counselors, and at lunch, made be
sounds as he wolfed down his food
few laughs, but after a few days a
antics, the kids, and the counselo
attempt to entertain. One day, wh
with a bow and arrow that should
range, he sent an arrow zinging in
counselor's Jaguar.



As the tire was still deflating, the
sent Kevin packing, ready to start

all bat is not an acceptable resource to handle him. We nts started this, but what can Kevin do?

was such an adorable child. Everything he did brought "ooh's" and "ah's" how he does climb," his mother would say as proud Father would run and ture for posterity the feats performed by their marvelous little offspring. n the drapes, isn't he advanced in his coordination for a child of two?" y exclaim. His parents would laugh rather than correct Kevin when he f mashed potatoes and flip it all over the table. Kevin enjoyed the eople laughed at him. He did not even get into trouble when, at the age ve the cat's whiskers with his father's electric razor.

still tried hard to get people to notice him and to laugh at his antics. One summer, when he was eight years old, his parents sent him to camp. The first day there, he tied all the counselor's clothes in knots, while everybody was in swimming. Later he put a garter snake down the back of one of the female counselors, and at lunch, made belching and slurping sounds as he wolfed down his food. At first there were a few laughs, but after a few days and finally a week of his antics, the kids, and the counselors got fed up with his attempt to entertain. One day, while playing Robin Hood with a bow and arrow that should never have left the archery range, he sent an arrow zinging into the tire of the head counselor's Jaguar.

As the tire was still deflating, the irritated head counselor sent Kevin packing, ready to start home to his parents.

Some alternative resources could be:

____

____

____

____

510

DAT AS ALTERNATIVE RESOURCES
Learning Activity F.1.

What alternative resources are A, B, and C using? Sound

1. In the situations below, label the alternative resource being used.

Situation A

George W., who is married and has four children, has been workin
His job has brought him a decent wage. However, George has alw
have the best of everything and, therefore, his budget is always s
December 1, George received a notice from his employer that, bec
work force would be cut and George would lose his job. With Chr
began to worry about how he was going to be able to buy gifts and
Soon his worry got the best of him and he began to drink regularly.

What is the alternative resource being used?

Situation B

Bob G. is a young high school graduate. He made fairly good gra
football in his school, which had an enrollment of 2,500 students
from other schools, Bob had hoped for a scholarship to play footba
as the summer months started to fade, and no offer came, Bob gre
way he could forget about the scholarship was to spend nights dro
The idea that he was not good enough to play at State U. quickly

What is the alternative resource being used?

512

SOURCES

ources are A, B, and C using? Sound familiar?

w, label the alternative resource being used.

arried and has four children, has been working six years at a local factory.
im a decent wage. However, George has always felt that his family should
ything and, therefore, his budget is always strained each month. On
received a notice from his employer that, because of lost business, the
cut and George would lose his job. With Christmas coming soon, George
how he was going to be able to buy gifts and pay his regular monthly debts.
e best of him and he began to drink regularly.

ve resource being used?

gh school graduate. He made fairly good grades in school and also played
l, which had an enrollment of 2,500 students. Although he had some offers
Bob had hoped for a scholarship to play football in the fall at State U. But
s started to fade, and no offer came, Bob grew worried. He found the only
about the scholarship was to spend nights dropping acid with some friends.
not good enough to play at State U. quickly faded as the drug took hold.

ve resource being used?

Situation C

Uncle Charley lost his wife, three children, and a $30,000 home in a devas ago. Since then he has not been able to get over the shock. He has not be void of the loss of family, although he has several brothers, a sister, and and nephews, most of whom are living nearby. He has found no consolatio has drifted from one job to another, gradually accepting lower-paying, less Finally, he has begun to drink and miss days of work. When Charley drink the time a few years ago when he happened to stay late at an office party. after 12 o'clock, he describes seeing his house engulfed in flames. Crowd gathered, as the sounds of sirens, heralded speedy arrival of the fire equip again he berates himself for not having rushed inside and attempting to res his family instead of allowing himself to be restrained by neighbors and fire

What is the alternative resource being used?

his wife, three children, and a $30,000 home in a devasting fire two years
has not been able to get over the shock. He has not been able to fill the
family, although he has several brothers, a sister, and a number of nieces
of whom are living nearby. He has found no consolation in his work and
job to another, gradually accepting lower-paying, less-challenging jobs.
un to drink and miss days of work. When Charley drinks, he talks about
s ago when he happened to stay late at an office party. Upon arriving home
describes seeing his house engulfed in flames. Crowds of by-standers
unds of sirens, heralded speedy arrival of the fire equipment. Over and over
nself for not having rushed inside and attempting to rescue the members of
f allowing himself to be restrained by neighbors and firemen.

tive resource being used?

Learning Activity F.2.

What would you suggest they might do, instead of what they hav

2. After having read the previous three stories (A,B,C) and labeled the altern in the space provided below, what the person in each situation is not co this alternative resource to satisfy his needs.

a. George

b. Bob

c. Uncle Charley

.2.

uggest they might do, instead of what they have done?

d the previous three stories (A,B,C) and labeled the alternative resources, suggest, ovided below, what the person in each situation is not considering in choosing resource to satisfy his needs.

____

____

____

____

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ey ____

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INTRODUCTION TO UNIT III -- IT IS UP TO YOU: THE DECISION IS YOURS, R

Up to now, in Units One and Two, you have been provided with some facts ab
behavior. However, because in the near future you may have to make a perso
the use or abuse of DAT in your own life, this unit will be centered on you an
the role that DAT will play in your future. Therefore, its major emphasis will
apply what you have learned about DAT and human behavior to making your ow
based on comparing the positive or negative consequences of the use of DAT
to them, in satisfying your needs. In other words, the goal of this unit and t
is for you ultimately to make a personal decision about drugs -- a decision th
It is the purpose of this final unit to help you make that personal decision yo
you!

In preparation for making that important decision, we would like you to begin
book, Tuned Out by Maia Wojciechowska, which may help you understand w
drugs.

We would like you to begin reading Tuned Out as soon as you can, so that we
it together in the learning activities that follow later in this unit.

Your teacher has some copies of this book in the teacher's kit that you might
are sure most of you will probably want to have a personal copy of your own.
may be helpful to underline key points and write in comments as you are read

Later, in the workbook activities, there will be a discussion and exercises th
ters, their needs, and the resources they use.

We think you will really enjoy reading this book.

JNIT III -- IT IS UP TO YOU: THE DECISION IS YOURS, RIGHT OR WRONG

One and Two, you have been provided with some facts about DAT and human because in the near future you may have to make a personal decision about DAT in your own life, this unit will be centered on you and your decision about l play in your future. Therefore, its major emphasis will be on how you can learned about DAT and human behavior to making your own personal decision the positive or negative consequences of the use of DAT or alternative resources g your needs. In other words, the goal of this unit and the course as a whole, to make a personal decision about drugs -- a decision that will be yours alone. his final unit to help you make that personal decision yourself. It's all up to

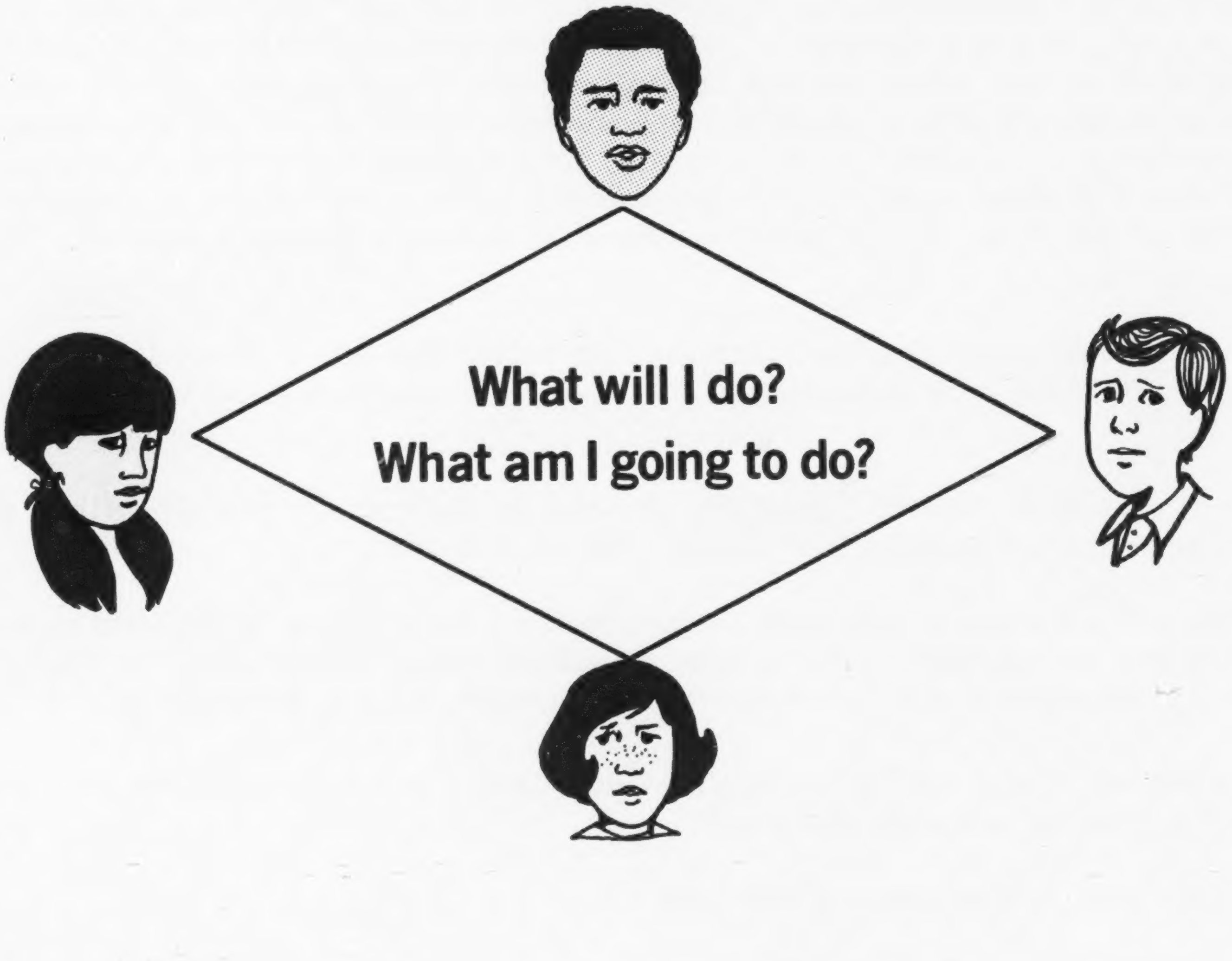
king that important decision, we would like you to begin this unit be reading a Maia Wojciechowska, which may help you understand why some people turn to

begin reading Tuned Out as soon as you can, so that we will be able to discuss rning activities that follow later in this unit.

e copies of this book in the teacher's kit that you might want to borrow, but we will probably want to have a personal copy of your own. In your own copy, it derline key points and write in comments as you are reading.

ok activities, there will be a discussion and exercises that deal with the charac- d the resources they use.

ally enjoy reading this book.

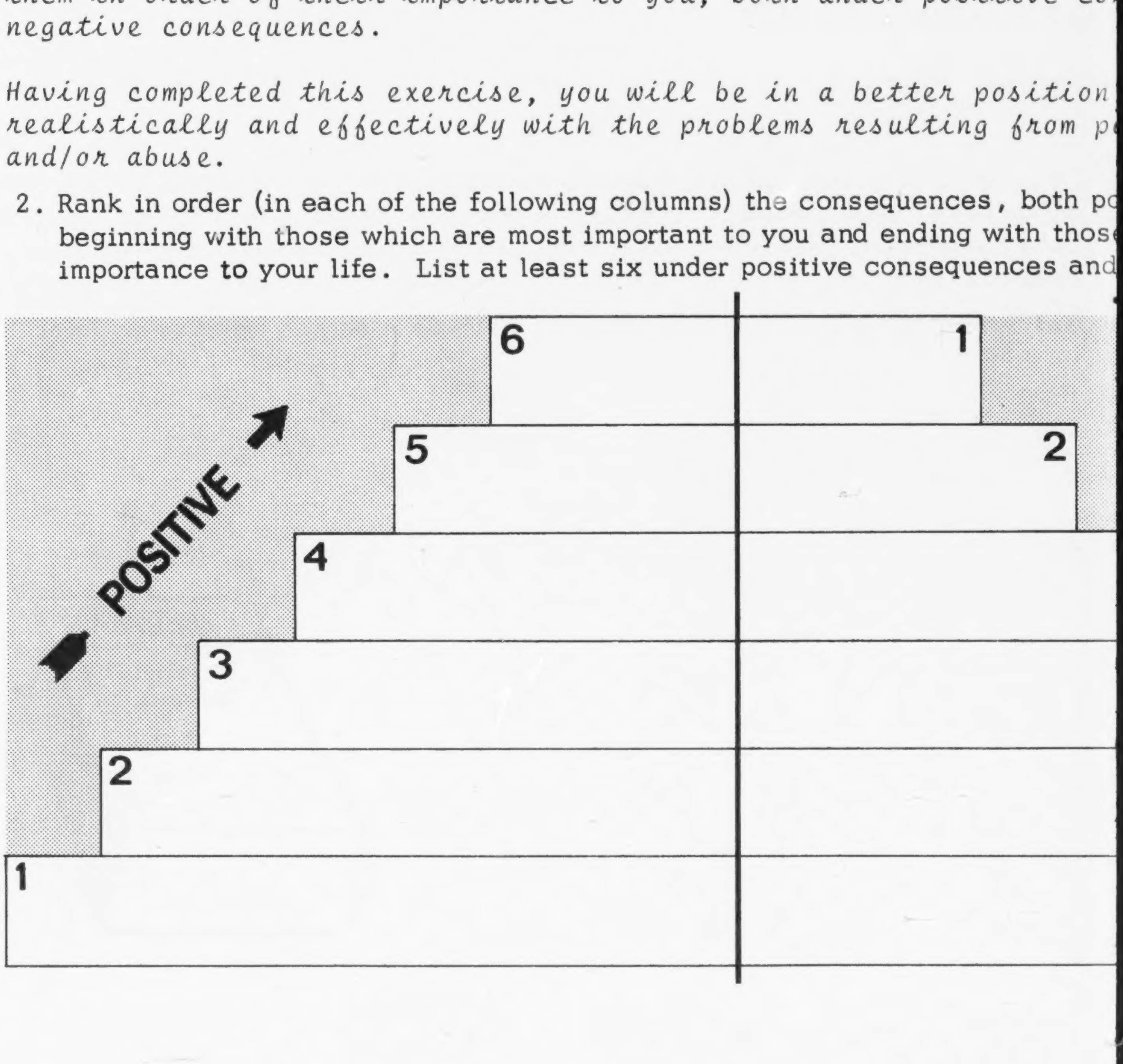

What will I do?
What am I going to do?

Learning Activity A.2.

On this page you are to take the list of consequences listed on them in order of their importance to you, both under positive co negative consequences.

Having completed this exercise, you will be in a better position realistically and effectively with the problems resulting from p and/or abuse.

2. Rank in order (in each of the following columns) the consequences, both po beginning with those which are most important to you and ending with those importance to your life. List at least six under positive consequences and

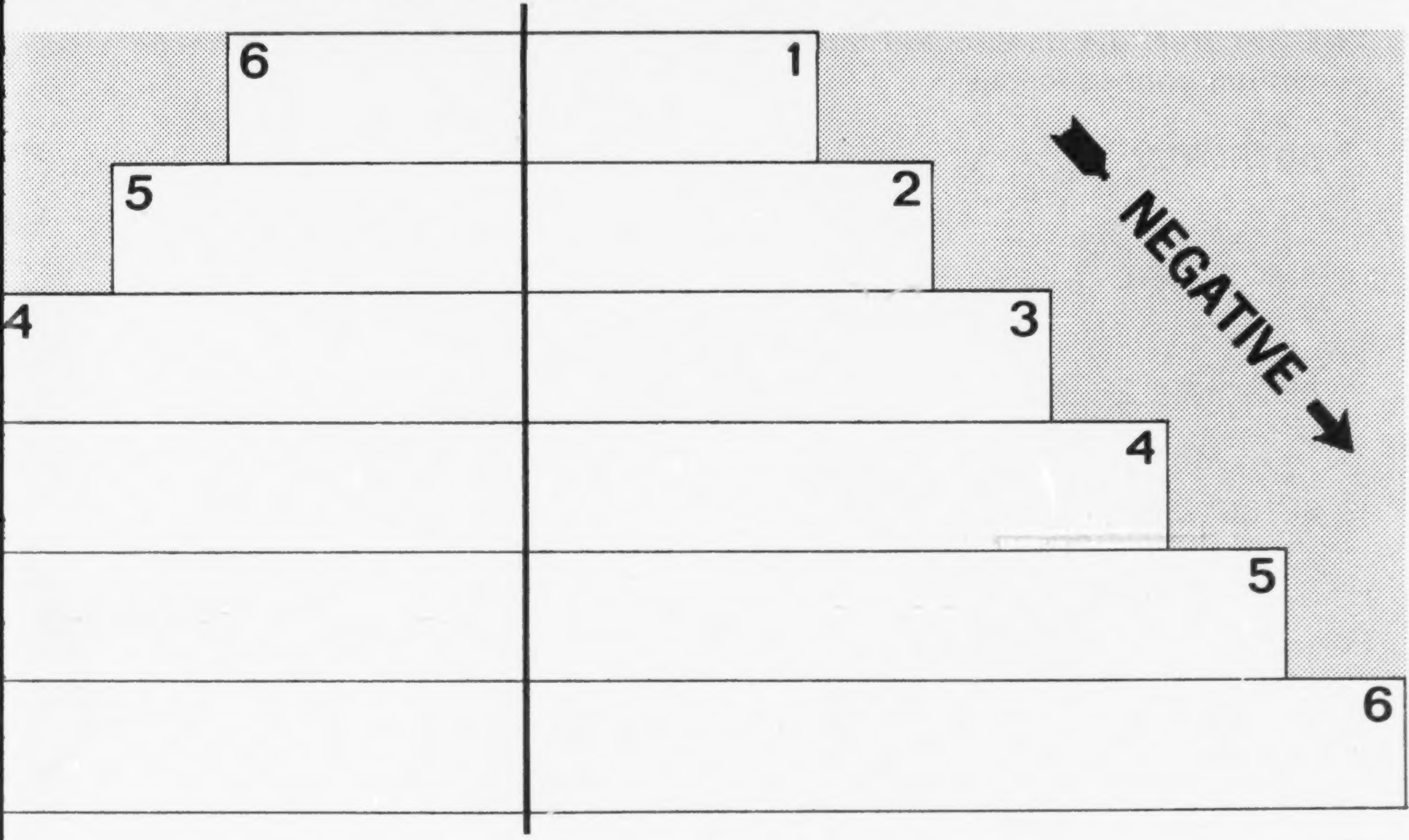


.

re to take the list of consequences listed on page 108 *and rank their importance to you, both under positive consequences and ces.*

this exercise, you will be in a better position to deal more effectively with the problems resulting from possible drug use

each of the following columns) the consequences, both positive and negative, ose which are most important to you and ending with those which are of least r life. List at least six under positive consequences and six under the negative.



DIFFERENT METHODS OF MAKING DECISIONS

Learning Activity B.1.

Your teacher will write the definitions of four words on the
you are to copy the definitions in your book on the appropr

Since we all make decisions, we must use some yardstick, ru
making our decisions.

The four methods you are to define are those most commonly
can think of others, or better ones, please mention them fo
philosophers and scholars, however, believe that most of th
made on the basis of these four.

1. COPY from the chalkboard the definitions of the four different method
   mining consequences.

   AUTHORITY

   EMOTIONAL

   REASONABLE

   SCIENTIFIC

S OF MAKING DECISIONS

.

write the definitions of four words on the chalkboard. As he does,
he definitions in your book on the appropriate lines.

decisions, we must use some yardstick, rule, or some reason for
ons.

you are to define are those most commonly used by everyone. If you
rs, or better ones, please mention them for class discussion. Most
scholars, however, believe that most of the decisions we make are
of these four.

alkboard the definitions of the four different methods a person may use in deter-
ces.

WEBSTER'S
DICTIONARY

Learning Activity B.2.

On the basis of the four methods of making a decision, here
will help you better to understand the four methods of deci

The stories are written as though their characters are spea
a student body make decisions about cigarette smoking.

Each speaker employs, or is involved in, a different approa
of reaching a decision.

Read the stories carefully, and then fill in the blank spac
the story.

2. Gotham Junior High School recently held an
presented four notable community personalit
assembly of the student body.

a. The first speaker was a coach of the city
About smoking he cautioned the students
seen athletes who smoke and try out for
doesn't smoke may try out for the same p
which one makes the team? It's always t
job. I've seen this happen time after tim
nonsmoker has a much better chance of m
pro ball than one who does smoke. I've
coaching for most of my life, and I'm tel
The speaker uses the ________________

b. The second speaker was a medical docto
researchers investigating the possible c
and cigarette smoking. His team recentl
considered incriminating evidence agains

He told the students, "Our research supp
leading scientists, which show a strong
and diseases such as cancer of the lung
The speaker uses the ________________

3.2.

the four methods of making a decision, here are four stories which etter to understand the four methods of decision making.

written as though their characters are speakers involved in helping make decisions about cigarette smoking.

ploys, or is involved in, a different approach regarding the method ecision.

s carefully, and then fill in the blank space in the sentence under

2. Gotham Junior High School recently held an antismoking campaign which presented four notable community personalities as speakers before an assembly of the student body.

   a. The first speaker was a coach of the city's professional football team. About smoking he cautioned the students, "Take it from me kids, I've seen athletes who smoke and try out for my team. Another athlete who doesn't smoke may try out for the same position, and do you know which one makes the team? It's always the nonsmoker who gets the job. I've seen this happen time after time, and I'm convinced that a nonsmoker has a much better chance of making the team and playing pro ball than one who does smoke. I've been playing football and coaching for most of my life, and I'm telling you the truth!"
   The speaker uses the ________________________________ method.

   b. The second speaker was a medical doctor who headed a team of researchers investigating the possible connection between cancer and cigarette smoking. His team recently discovered what they considered incriminating evidence against cigarettes.

   He told the students, "Our research supports the findings of other leading scientists, which show a strong link between cigarette smoking and diseases such as cancer of the lung and heart disease."
   The speaker uses the ________________________________ method.

c. The third speaker of the program was the mayor of the city. He gave a fiery talk to the students in which he charged them as good citizens of their community and of their country to do nothing harmful to themselves.

He further elaborated, "I sometimes feel that this pressure upon youth to smoke, to take drugs, to riot, and to cop out is part of the Communist conspiracy to weaken our nation, and therefore, every good, patriotic American should keep himself physically, mentally, and emotionally fit. Therefore, I believe smoking and democracy don't mix!"
The speaker uses the ______________________________ method.

d. A businessman in the city of Gotham was the final speaker. He was well-known for his ability to make money, and through his shrewd business sense he had expanded his small department store into a large, thriving business, operating stores in several malls. He was also known for his fairness in dealing with his employees and for his contributions to charity as well as for his interest in the youth of Gotham. He had helped to establish a recreation center for the youth. His stress upon clean living was well-known to all. His remarks were, "I find cigarette smoking an irritating and nauseating habit. Employees who smoke have caused much damage to goods in my business over the years. I've had friends who, I believe, have shortened their lives through this harmful habit. Now, I'm not a scientist, but I believe I can say with a degree of accuracy that cigarette smoking is not in one's best interest. I have long ago given up this habit and through exercise and dieting feel that I will outlive my smoking competitors and get a great deal more joy out of life. Won't you follow my example -- not because of who I am in this community, but because of the benefit of my experience and that of others who have suffered from this harmful habit?"
The speaker uses the ______________________________ method.

DECISION MAKING

Learning Activity C.1.

Here are a few real decisions you may have made. If you made a
some of these situations -- to do or not to do, which of the fo
making did you use?

We do not want to put you on the spot, or embarrass you, or to
but if you wish to form into small groups and role-play how you
it might be very helpful to you and the class to do it.

Perhaps you may merely wish to tell the class about one of thes
decision you made, and what helped you make up your mind.

Sometimes consequences of our decisions or acts are not clear a
decision we make has certain effects or consequences that we mu

This exercise will help you to decide how you made your decisio
making future decisions.

Role-playing situations: Making personal decisions -- which method did yo

How I decided to or not to:

1. go out for football, baseball, track, or basketball
2. try out for a school play
3. sing in the choir
4. take guitar lessons, music, drums, voice
5. attend religious services
6. try out for cheerleading
7. run for student council representative
8. join the science club

isions you may have made. If you made a decision on one or
-- to do or not to do, which of the four methods of decision

u on the spot, or embarrass you, or to invade your privacy,
into small groups and role-play how you formed your decision,
to you and the class to do it.

vish to tell the class about one of these, or a similar
vhat helped you make up your mind.

f our decisions or acts are not clear at first, but any
tain effects or consequences that we must all accept.

you to decide how you made your decision and help you in

aking personal decisions -- which method did you use?

aseball, track, or basketball
lay

music, drums, voice
ices
ng
il representative

9. attend a school dance
10. join the YWCA or YMCA, swim, take lessons in judo or karate
11. falsify a driver's license application
12. accept an invitation to use drugs, alcohol, and tobacco -- (refer back to unit II, pages 62 - 78)
13. steal something or respect the law in general
14. any other situations you may want to use

ALTERNATIVE RESOURCES AS POSITIVE CONSEQUENCES

Learning Activities D.1.a, b, c

As you know by now, drug use and/or abuse is a resource.
drugs as a means of satisfying some need. However, some w
quit and then have had to resort to some other method or r
need.

The Barney Ross and Jackie Robinson, Jr., stories have alr
Here again it might help you to reread them if you have fo
This time read to discover what alternative resources both
used after having quit drug use.

1.a. The Barney Ross story - Reader's Dige
After you have reread the story, list t
Barney Ross used in place of drugs.

1.b. The Jackie Robinson, Jr., story - (AP)
After you have reread the story, list th
Jackie, Jr. used in place of drugs.

URCES AS POSITIVE CONSEQUENCES

D.1.a, b, c

ow, drug use and/or abuse is a resource. Many people have abused
of satisfying some need. However, some who have abused drugs have
ve had to resort to some other method or resource to fill that same

and Jackie Robinson, Jr., stories have already been used in Unit I.
ght help you to reread them if you have forgotten some of the facts.
o discover what alternative resources both Barney and Jackie, Jr.,
g quit drug use.

1.a. The Barney Ross story - Reader's Digest, March, 1968
After you have reread the story, list the alternative resources Barney Ross used in place of drugs.

1.b. The Jackie Robinson, Jr., story - (AP) Dayton Daily News, July 4, 1971
After you have reread the story, list the alternative resources Jackie, Jr. used in place of drugs.

1.c. The Teen-age Encounter story makes good reading because it shows
some people to begin using drugs and what factors may bring them
Especially important is the fact that there has to be something to ta
or abuse -- some alternate resource to fill the need left unsatisfie
In this encounter story you will find, if you read carefully, the use
in place of drugs. First read the story. After you have finished rea
and do the exercise as directed.

ncounter story makes good reading because it shows clearly what needs drive
begin using drugs and what factors may bring them to decide to get off drugs.
rtant is the fact that there has to be something to take the place of drug use
e alternate resource to fill the need left unsatisfied when the user quit drugs.
r story you will find, if you read carefully, the user describing what he used
s. First read the story. After you have finished reading it, turn to page 120
cise as directed.

THE TEEN-AGE ENCOUNTER STORY

A 17-year-old started using drugs when he was 14, but has now stoppe
in a middle-class home, he catapulted in through every imaginable drug
his sixteenth birthday sensing that death was the only thrill untried. H
nonprofit, privately-run organization that provides one of the nation's
programs for young drug users who have not become involved with hero
happy and 'together,' he has changed his views drastically. He is ha
than many experts, but has views on the nature of drug abuse that most
began questioning his drug use, he recalls, when he was just short of

"I was really deeply into drugs. I weigh 152 now, and I'm thin, but I
father used to beat me constantly whenever he suspected I was on drug
bathroom and get high. I was dealing, but even that was going bad, b
drugs myself. One time I swallowed two whole spoons of speed, think
will make me feel good.'

"It didn't, and I began to get really scared. It was fear that finally ma
just plain fear. I was afraid of the physical effects I was now getting
and the needle tracks in my arms always disgusted me. A fantasy abou
haunted me constantly. Also I knew that the guy who sold me my deale
tions, carried a gun, and was reported to be a 'hitter' for that organiza
hanging around with were slimy or perverts, and I was always afraid o
a real fear because I had watched them, just for kicks, slipping cyani
planning to sell.

"I had to get out of that scene. Before, I had thought that it would be
death; now actually faced with it, I feared it. But getting into Encoun
keep calling them at scheduled times before they'll believe your comm
even the normal junky only two weeks to finally get in, but it took me
calls on time. Which goes to show, I guess, that I was just as hooke
his. I have never gotten into heroin because of the image. It was to

COUNTER STORY

ted using drugs when he was 14, but has now stopped. Reared in New York City
home, he catapulted in through every imaginable drug experience and arrived at
day sensing that death was the only thrill untried. He then entered Encounter, a
y-run organization that provides one of the nation's few treatment and rehabilitation
drug users who have not become involved with heroin. Though far from completely
er,' he has changed his views drastically. He is harsher on drug experimenters
, but has views on the nature of drug abuse that most of them would agree with. He
his drug use, he recalls, when he was just short of 16:

ly into drugs. I weigh 152 now, and I'm thin, but I weighed 99 pounds then. My
t me constantly whenever he suspected I was on drugs. But I'd still run into the
high. I was dealing, but even that was going bad, because I was using all the
e time I swallowed two whole spoons of speed, thinking 'maybe, just maybe, this
good.'

egan to get really scared. It was fear that finally made me say forget the image;
was afraid of the physical effects I was now getting -- I seized up on Meth once
cks in my arms always disgusted me. A fantasy about swallowing my insides
ntly. Also I knew that the guy who sold me my dealer's supplies had Mafia connec-
un, and was reported to be a 'hitter' for that organization. All the people I was
th were slimy or perverts, and I was always afraid of them turning on me. It was
e I had watched them, just for kicks, slipping cyanide into the Meth they were

of that scene. Before, I had thought that it would be great to die a violent, climactic
ly faced with it, I feared it. But getting into Encounter was not easy. You have to
at scheduled times before they'll believe your commitment and accept you. It takes
nky only two weeks to finally get in, but it took me two months to make enough
hich goes to show, I guess, that I was just as hooked on my thing as a junkie is on
gotten into heroin because of the image. It was too degrading.

"Yet even when I really was serious about turning to Encounter, I faced
school principal. By now I was failing virtually everything and was goi
to be the big man. I told him I had been selling in school. He called i
were assistant superintendents. After I had told my story, they pulled c
said my testimony would be held against me. They offered me a deal!
of my suppliers, they would let me off. I couldn't do that because I kne
So I went to court.

"I got off on a plea of insanity, and with the assurance that I was heade
could see that I was falling apart. I was killing myself. I had missed a
drugs and I was dependent on drugs.

"The thing about Encounter that appealed to me was the secrecy. I was
I had always thought I would get in trouble if I had brought out my drug
proved it. But Encounter was different.

"Encounter's motto was love -- giving it, getting it, feeling it. Everyo
you're in, you follow only two basic rules -- no chemicals and no physi
ever, no magic at Encounter. The problem is not drugs, it's people; so
problems that drive kids to drugs. Encounter is hard work. You go ther
groups with other kids who have been into drugs, and they cut right thro
using. When you begin to be honest, they give you a lot of encouragem
and group therapy and honesty and openness at Encounter enables you to

"When you're high, you're not you, no matter how wonderful it seems; y
person. That's what gets me angry now about the people who say they c
normally. They say they 'smoke intellectually,' that they're just using
think you're handling it. What if I took it away, what would you do the
'grass is my substitute for love.' What happens when you can't get any

"Anything, not just any chemical, can be a drug. Encounter can be a dr
I'll soon have to leave, and not be allowed to come back for a certain st

vas serious about turning to Encounter, I faced problems. I went to my high
v I was failing virtually everything and was going to school only to show off--
d him I had been selling in school. He called in two people who, he told me,
ndents. After I had told my story, they pulled out their police badges and
be held against me. They offered me a deal! If I would give them the names
ould let me off. I couldn't do that because I knew my contact would kill me.

sanity, and with the assurance that I was headed for Encounter. By then I
ing apart. I was killing myself. I had missed a lot of things. My life was
nt on drugs.

er that appealed to me was the secrecy. I was uptight about being helped.
ould get in trouble if I had brought out my drug problem, and my principal
was different.

love -- giving it, getting it, feeling it. Everyone needs it and so did I. Once
y two basic rules -- no chemicals and no physical violence. There is, how-
nter. The problem is not drugs, it's people; so Encounter attacks the people's
to drugs. Encounter is hard work. You go there every day and participate in
ho have been into drugs, and they cut right through your phony reasons for
to be honest, they give you a lot of encouragement. The type of self analysis
nesty and openness at Encounter enables you to see through the drug crutch.

re not you, no matter how wonderful it seems; you're a chemical, not a
s me angry now about the people who say they can use it and still function
'smoke intellectually,' that they're just using it socially. I say, 'OK, you
What if I took it away, what would you do then?' Or the people who say
or love.' What happens when you can't get any grass?

chemical, can be a drug. Encounter can be a drug, or a crutch. That's why
and not be allowed to come back for a certain stipulated time. You can't

get too dependent on something that isn't you. Kids really put me down som
on. I'm human, but I'm not going back.

"Encounter is even better than psychiatrists. Any kind of drug merely becom
be met. You can only be truly free of drugs. Now my turn ons are this truer
and self esteem it instills in me, off drugs. Some kids preach how free the '
you're into the hip scene, it's easy to be a 'pig' there, too -- they have thei
hang ups. That's why at Encounter when you first join you have to cut your h
throw off your image. Then later you begin to earn certain privileges such as
clothes.

"And learning about myself, other people, and our problems is a turn on, too
open up, and that, too, is a turn on. I now also feel plugged into what's ha
around me.

"After a couple of months I got a job in a rock band; we work regularly now a
made up the year of high school that I blew and now I'm in my senior year. I
same feelings about myself and my loneliness, but I really don't think of tha
as me anymore. That person is someone else."

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hing that isn't you. Kids really put me down sometimes for not turning
going back.

ian psychiatrists. Any kind of drug merely becomes a schedule that must
uly free of drugs. Now my turn ons are this truer freedom and the pride
n me, off drugs. Some kids preach how free the 'hip' culture is. But if
t's easy to be a 'pig' there, too -- they have their own conformities and
ncounter when you first join you have to cut your hair, dress straight and
later you begin to earn certain privileges such as longer hair or freakier

, other people, and our problems is a turn on, too. Encounter gets you to
a turn on. I now also feel plugged into what's happening in the world

got a job in a rock band; we work regularly now at high school dances. I
chool that I blew and now I'm in my senior year. I still have some of the
and my loneliness, but I really don't think of that old drug-taking person
n is someone else."

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Learning Activity D.1.c

List in the appropriate columns below, the need or needs, as well as
for satisfying these needs, that the seventeen-year-old drug addict i

(FM) NEED	RESOURCE	A

lumns below, the need or needs, as well as all the alternative resources s, that the seventeen-year-old drug addict indicated in his revealing story.

	RESOURCE	ALTERNATIVE RESOURCE

Learning Activity D.1.d

After you have read the novel Tuned Out, you will have discovered why Kevin and then Jim turned on drugs. Each one, you will have entirely different reasons (needs) for using drugs. However, eac resource to fill some need. Eventually both had the occasion to resources in place of drugs. As you do the exercise, think of th resources Kevin used from those used by Jim. Also think about th similar backgrounds.

KEVIN

Basic Needs	Resources	Alternative Resources

J

Basic Needs	Reso

.d
d the novel Tuned Out, you will have discovered the various reasons
Jim turned on drugs. Each one, you will have discovered, has
reasons (needs) for using drugs. However, each used drugs as a
ome need. Eventually both had the occasion to use alternate
of drugs. As you do the exercise, think of the different alternate
ed from those used by Jim. Also think about their similar and dis-
ds.

KEVIN

esources	Alternative Resources

JIM

Basic Needs	Resources	Alternative Resources

EVALUATION OF REASONS FOR DAT USE/ABUSE

Learning Activity E.1.

Based upon your reading, class discussions, and personal obs
small groups to discuss and consider the reasons, below, why
drugs.

You may be able to think of other reasons why people turn on
If so, include them on an extra sheet of paper.

Next, find examples of these reasons from the various storie
or from newspaper or magazine articles, or from other source
help you to pull together, in a manner of speaking, the many
give for drug use as a resource for filling needs.

If you can find other stories or articles which also illustr
be sure to bring them to class for discussion.

Why turn on with drugs? In small groups, consider the reasons why som
the judgment you have gained from your reading, from class discussions,
tions. Find examples of these reasons from the various stories printed i

a. deep emotional problems (emotionally disturbed)

This example was found in the ______________________ story o

b. personal problems

This example was found in the ______________________ story o

c. family problems

This example was found in the ______________________ story o

FOR DAT USE/ABUSE

, class discussions, and personal observations, meet in your
and consider the reasons, below, why some people turn on

k of other reasons why people turn on drugs than those given.
an extra sheet of paper.

these reasons from the various stories printed in your book
gazine articles, or from other sources. This exercise should
er, in a manner of speaking, the many kinds of reasons people
resource for filling needs.

tories or articles which also illustrate some of these reasons,
o class for discussion.

n small groups, consider the reasons why some persons turn on drugs, using
ed from your reading, from class discussions, and from personal observa-
ese reasons from the various stories printed in this book.

ems (emotionally disturbed)

ınd in the ______________________________ story on page ___________.

ınd in the ______________________________ story on page ___________.

ınd in the ______________________________ story on page ___________.

Y

d. fear (don't call me chicken) - peer pressure

This example was found in the ________________________ story on page

e. group pressure

This example was found in the ________________________ story on page

f. Maslow's Hierarchy of Needs

This example was found in the ________________________ story on page

g. cop-outs - "I take drugs
because the world is in
a mess."

This example was found in the

______________ story on page

________.

icken) - peer pressure

nd in the ______________________ story on page __________.

nd in the ______________________ story on page __________.

of Needs

nd in the ______________________ story on page __________.

ugs
in

nd in the

y on page

Learning Activity E.2.

In your small groups, refer to the previous exercises (Reasons Why People
refer to one of the stories in your book about drug abuse that your group wa

In the role playing situation, consider yourself as good friends of one of th
him or her some constructive and friendly guidance and some alternatives t
havior.

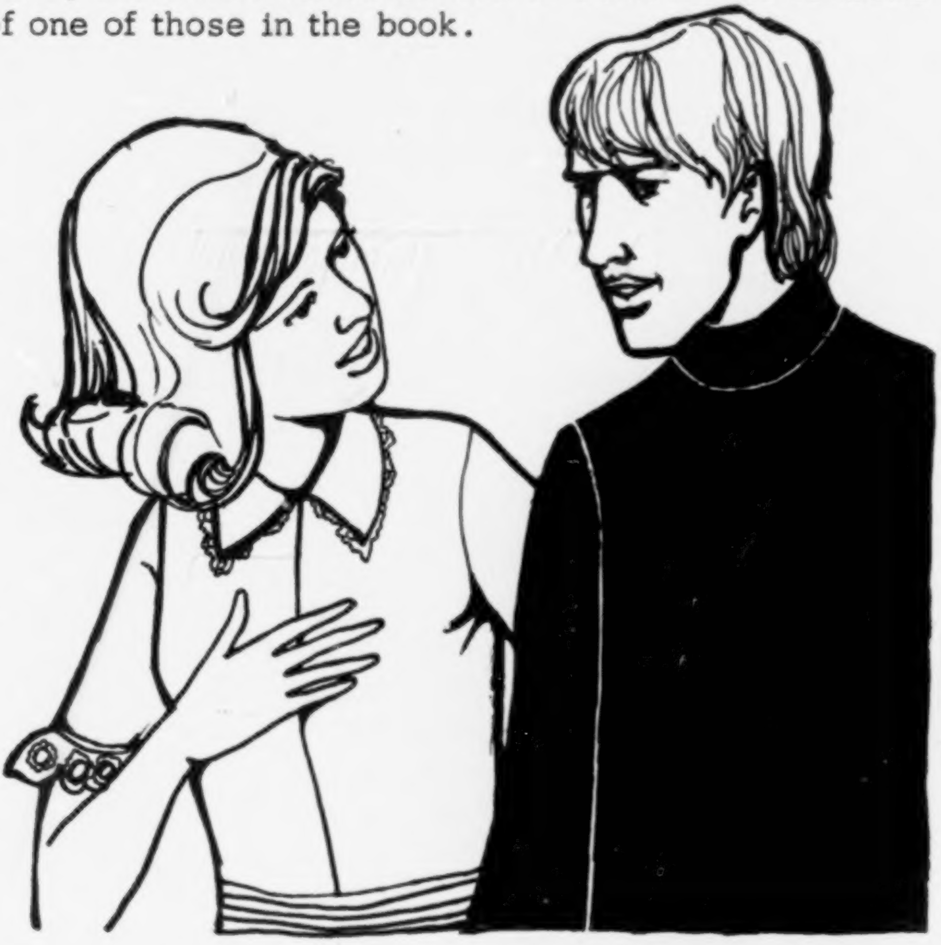
If you have an illustration of a drug abuse situation, and if it illustrates or
why some people turn on drugs, use it instead of one of those in the book.

E.2.

ps, refer to the previous exercises (Reasons Why People Turn On Drugs) and then
stories in your book about drug abuse that your group wants to consider.

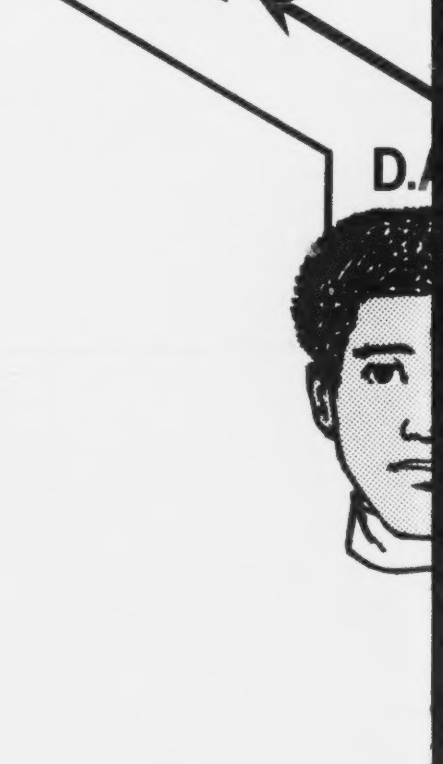
g situation, consider yourself as good friends of one of these characters, and offer
onstructive and friendly guidance and some alternatives to his or her present be-

stration of a drug abuse situation, and if it illustrates one or some of the reasons
turn on drugs, use it instead of one of those in the book.



SOME PARTING THOUGHTS

The learning activities in this program have been structured to help you ma about drug use. It is possible that you have already made such a decisio a community where drug use/abuse is no problem, although this is unlikel that tobacco and alcohol, the other two members of our triumvirate, are in where and are probably more dangerous to society that the "hard" or "soft" drugs we have been emphasizing. We are not asking you to write anything or make any quick decision that would cause you to take immediate action concerning the use or abuse of DAT substances. Based upon the facts you have learned about DAT and human behavior, you are asked to think. You should consider whether drug, alcohol, or tobacco use or abuse fits in with your way of life -- your life style. Are you willing to use drugs to fill a need that can more effectively and less harmfully be met by another alternative resource? Are you willing to face the consequence of your drug use or abuse?



It's your life, it's up to you !

SOME PARTING THOUGHTS

es in this program have been structured to help you make a personal decision
s possible that you have already made such a decision. Perhaps you live in
rug use/abuse is no problem, although this is unlikely. We should point out
ohol, the other two members of our triumvirate, are in widespread use every-
bly more dangerous to
d" or "soft" drugs we
ng. We are not
nything or make
hat would cause
e action con-
buse of DAT
upon the facts
out DAT and
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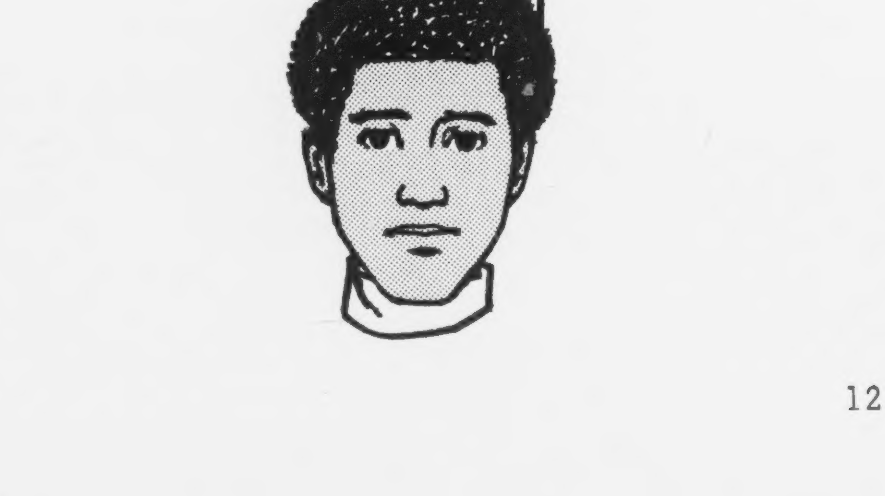
p to you !



IT'S YOUR LIFE, IT'S UP TO YOU!

What would you do if you had been the central character of one of these stories?

You may never have been approached by a drug pusher, but should you be, do you have the armor and ammunition to say no?

Maybe drugs, as such, is not a problem in your school yet, but is alcohol a problem? Cigarettes?

No one can make up your mind for you. Your parents may suggest and order, your teachers may suggest and order, and your friends may cajole and insist, but you, and only you, can make up your own mind.

IT'S UP TO YOU!

APPENDIX

LAST FIFTEEN MINUTES IN THE LIFE OF A NINETEEN-YEAR-OLD DRUG ADDI

The fact of drug usage among young people everywhere continues to surpris
Everyone is concerned about it, even the young people themselves. Often
the dangers, often they listen to and respect what other users say and wha
covered. Yet there remain drug users whose reports to their friends on thei
picture-perfect, beautiful, and their advice can too often be considered mo
be. Here is some good advice from 19 year old C., who had a drug proble
suicide to escape from it. The rightness or wrongness of his choice is trul
the fact that he did kill himself makes what he had to say a little more valu
doubt him. He is talking to his parents, to his friends, to anyone who will
now he is talking to people who will hear; he is talking to you.

"Can't think, can't think, can't think, can't think. Well about all I have
doing this, well, actually the real reason is that, uh, I don't know. Uh, I
Dave, anybody else that's listening, you can really get messed up, boy,
hear it sooner or later Mom but I'm sorry, Dad, and Bill. I'm sorry that y
into a LSD addict. That's bad news, it really is, I didn't think it was whe
I've been getting pretty stoned lately and I just don't know what's real an
don't. Uh, all I can say is I had to find out myself, a poor excuse I know,
have taken any dope at all, any acid, or I shouldn't really have started off
grass wasn't bad but the acid got to me. Some things arise in everyday liv
what is real or really what's happening, and you're lost. I'll tell you one
much of that stuff you really don't know where you're at sometimes, don't
correct, because I am no doctor, I really don't know if I'm nuts or what. I
but what I've heard, is that persons who thinks he's insane or screwed up
admit it to himself. That's what I've heard. Of course this factor lies clo
be, that it's possible, it's really possible. I don't know myself, I wish I
medical help, I mean, mental help, excuse me. But I don't really think tha
Not really. Uh, this stuff, I don't know, just don't know if you do the rig
things, it's hard to distinguish between right and wrong, it's hard to disti
unreal, and if you're actually going nuts or if it's just the drug, or what,

IE LIFE OF A NINETEEN-YEAR-OLD DRUG ADDICT

g young people everywhere continues to surprise some, to annoy others.
it, even the young people themselves. Often they are quick to sense
en to and respect what other users say and what professionals have dis-
rug users whose reports to their friends on their experiences are glowing,
nd their advice can too often be considered more useful than it should
ce from 19 year old C., who had a drug problem, knew it, and chose
The rightness or wrongness of his choice is truly not important here, but
self makes what he had to say a little more valuable to persons who might
his parents, to his friends, to anyone who will listen. But most of all
who will hear; he is talking to you.

an't think, can't think. Well about all I have to say is, the reason I'm
he real reason is that, uh, I don't know. Uh, I'll tell you one thing,
istening, you can really get messed up, boy, on that stuff. You might
but I'm sorry, Dad, and Bill. I'm sorry that your little boy has turned
ad news, it really is, I didn't think it was when I was first taking it but
ned lately and I just don't know what's real and what isn't real, I really
I had to find out myself, a poor excuse I know, but I really shouldn't
any acid, or I shouldn't really have started off on grass either. The
d got to me. Some things arise in everyday living when you don't know
s happening, and you're lost. I'll tell you one thing, when you take so
don't know where you're at sometimes, don't know if your reasoning is
ctor, I really don't know if I'm nuts or what. I mean I don't think I am,
persons who thinks he's insane or screwed up or somethin' would never
what I've heard. Of course this factor lies close to the idea that I might
really possible. I don't know myself, I wish I did, I could use some
al help, excuse me. But I don't really think that would change things.
I don't know, just don't know if you do the right things or the wrong
ish between right and wrong, it's hard to distinguish between real and
ly going nuts or if it's just the drug, or what, and I've pondered many

nights on this thought, I really don't, I really don't know, I really don't know w
Don't have much to say other than, uh, oh, I don't know I just don't feel like m
enough problems on my own without taking LSD, to keep my mind bent I think we
it intensifies every thing to a great extent, that's probably what it did. I really
don't. You think I'm kidding, but I really don't. Sometimes I'm not even sure w
uh what can I say, yeah, acid might have intensified my feelings about myself a
enough without taking acid. It buried me more deeper in my hole than I was bef
out. I wished I could have came out once in a while all the way. I did poke m
a while, I don't know, maybe my mind just was not ready to dig what my body ha
lived with my physical condition for a while but I really can't cope with it. I li
can't cope with it. I don't know if this is right or wrong, if people ever do cope
there's so many things I don't know, I'm not sure of, lots of things I can't face.
ideas, but that's what I've heard before, it's a cowardly idea, but my feelings a
do it, what I feel like at the time. If you're listening to this today when you ge
if I'm gonna leave it here or not, but don't try to do anything about it. Because
this, I will have already been rolled off. So just take it in stride, and pull thro
had to say. I really don't want to elaborate much on subjects because I don't k
revealing that I'm nuts, or what, I really don't want anybody to think anymore th
me. All's I know is I'm gonna be in one hell of a fix when I have to face the Big
that I have disrespect for the Big Man, I'm just sayin, Ham says in the Bible tha
self will not be resurrected. Well, this is the big punishment that I am bestowi
only physically but from what I've read, I'm gonna be suffering eternally for this
thought maybe I could possibly sit it out through this short life span, and maybe
to stay alive until something bestows upon me that I will die and I will go up to
the little kingdoms, anyway, and wait until the big day comes, and maybe I wou
bit better of myself than if I had just copped out and pulled the trigger. But life
long, to wait. All I'm actually doing is existing now, and I'm not trying to feel
but maybe to a psychological doctor, maybe I am, I don't know. I've thought it
there is nothing to live for, I don't think there is, and I don't think anyone could
is, not me, anyway. Now we're talking about individuality feelings. Wow, wo
can't hardly talk sometimes. Well I can actually sit here and jabber on and on a

ılly don't, I really don't know, I really don't know what to say actually.
ɛr than, uh, oh, I don't know I just don't feel like moving on . . . had
without taking LSD, to keep my mind bent I think well actually acid does,
a great extent, that's probably what it did. I really don't know, I really
g, but I really don't. Sometimes I'm not even sure what I'm saying but
id might have intensified my feelings about myself and I'm screwed up
It buried me more deeper in my hole than I was before I started trippin'
came out once in a while all the way. I did poke my head out once in
e my mind just was not ready to dig what my body has to offer. And I've
ition for a while but I really can't cope with it. I lived with it but I
know if this is right or wrong, if people ever do cope with it, I don't know,
't know, I'm not sure of, lots of things I can't face. It's kind of cowardly
eard before, it's a cowardly idea, but my feelings are that all I want to
time. If you're listening to this today when you get home. I don't know
not, but don't try to do anything about it. Because by the time you hear
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ant to elaborate much on subjects because I don't know if I'm going to be
what, I really don't want anybody to think anymore than they have to about
na be in one hell of a fix when I have to face the Big Man, I'm not saying
e Big Man, I'm just sayin, Ham says in the Bible that he who kills him-
Well, this is the big punishment that I am bestowing upon myself, not
at I've read, I'm gonna be suffering eternally for this. But actually I
bly sit it out through this short life span, and maybe have enough courage
g bestows upon me that I will die and I will go up to heaven, in one of
, and wait until the big day comes, and maybe I would have made a little
I had just copped out and pulled the trigger. But life sometimes seems so
ılly doing is existing now, and I'm not trying to feel sorry for myself,
l doctor, maybe I am, I don't know. I've thought it over many times and
I don't think there is, and I don't think anyone could convince me there
ve're talking about individuality feelings. Wow, words twist up here, I
. Well I can actually sit here and jabber on and on about my troubles

but I'm just not going to because I could, everybody has troubles you know, so I
about my problems. All I can say is, I'm gonna give no sentimental speech here
I mean, so I think I'll just close with the statement that this is C. speaking, I a
thank you."

The voice of 19 year old C. shortly before he took his own life last month. His
knew nothing of her son's problem. And she had her own answer for that.

"I just didn't think I had a kid that did that. I felt like my kids have been good
caused me a lot of trouble. I've just really had my head in the sand, and I think
a lot of us parents. This is our problem."

because I could, everybody has troubles you know, so I won't talk anymore
I can say is, I'm gonna give no sentimental speech here, if you know what
st close with the statement that this is C. speaking, I am signing off,

C. shortly before he took his own life last month. His mother admitted she
s problem. And she had her own answer for that.

a kid that did that. I felt like my kids have been good kids. They've never
e. I've just really had my head in the sand, and I think this is the way with
s is our problem."

DRUG ABUSE CENTERS

A large number of cities in the state have drug abuse centers, hot lines,
way houses, methadone clinics, and many other types of prevention and

We have some personal knowledge of Dayton's Project CURE, of Lima's
on Drug Abuse), of the drug-abuse programs of Toledo, Columbus, Cinci

Many other cities in the state have such programs, or are starting them.
handled through the area mental health centers.

If you are interested in learning more about these programs, and how the
or visit the centers near you.

DRUG ABUSE CENTERS

s in the state have drug abuse centers, hot lines, educational centers, half-
e clinics, and many other types of prevention and rehabilitation programs.

l knowledge of Dayton's Project CURE, of Lima's LAPONDA (Lima Area Program
drug-abuse programs of Toledo, Columbus, Cincinnati, and Cleveland.

e state have such programs, or are starting them. Some of the programs are
a mental health centers.

learning more about these programs, and how they work, we suggest you call
r you.

DO YOUR OWN THING

BUT

THINK ABOUT IT!

Drug Classification Chart

	Common Drug Names	Medical Use	How Taken	Dosage	Duration of Effect	Tolerance	Potential *Physical* Dependence	Potential *Psychological* Dependence	Short Term Effects
Depressants									
Barbiturates	Amytal Nembutal Seconal	sedation and to relieve high bloodpressure	swallowed or injected	varies	4-8 hours	yes	yes	yes	euphoria, sleepiness, peacefulness, poor coordination, mental disorientation
Tranquilizers	Miltown Librium Equanil	mild sedation and muscle relaxant	swallowed or injected	varies	4-12 hours	yes	possible	possible	drowsiness, peacefulness, fainting, vomiting, tremors
Narcotic Analgesics	heroin paregoric codeine morphine meperidine	no medical use for heroin; other opiates relieve severe pain, bowel spasms, and coughing	swallowed or injected	varies	4-6 hours	yes	yes	yes	apathy, euphoria, stupor, loss of concentration
Volatile Chemicals	glue, gasoline aerosol sprays, benzene, paint and varnish thinners	none	inhaled	varies	varies	yes	possible	yes	short term euphoria, intoxication, delirium, seizures, coma
Alcohol (Ethanol)	whiskey, gin beer, vodka, wine, some tonics and cough syrups	seldom prescribed	swallowed	varies	2-10 hours	yes (possible)	yes	yes	poor condition, slurred speech, loss of awareness
Stimulants									
Amphetamines	Benzedrine Preludin Dexedrine Methedrine	fatigue obesity and depression	inhaled, swallowed or injected	varies	4-12 hours	yes	no?	yes	excitement, loss of concentration, hyperactivity, possible aggressiveness and hallucinations
Local Anesthetics	cocaine	local anesthesia	inhaled, swallowed or injected	varies	varies	possible	no	yes	euphoria, intense excitement, possible hullucinations, convulsions
Nicotine	cigarettes, cigars, pipe tobacco and chewing tobacco	none	smoked or chewed	varies	varies	yes	yes	yes	relief from craving (withdrawal symptoms), relaxation, very slight stimulation
Hallucinogens									
Natural	marijuana hash	none	smoked, swallowed or sniffed	1-2 cigarettes	4 hours or less	no	no	possible	light euphoria with normal dose to hallucinations with heavier dosage
	psilocybin mescaline (peyote)		swallowed or injected	500 milligrams	4-12 hours	yes	no	yes	same as LSD
Synthetic	LSD	experimental	usually swallowed	100 micrograms	up to 12 hrs.	yes	no	yes	hallucinations, sensory distortion, euphoria, panic or depression, sense of expanded awareness
	STP (DOM)				up to 4 days for STP depending on dosage				

Revised 1971

on Chart

Taken	Dosage	Duration of Effect	Tolerance	Potential *Physical* Dependence	Potential *Psychological* Dependence	Short Term Effects	Possible C.N.S. Area Affected	Possible Long Term Effects	Effect When Combined With Alcohol
llowed or cted	varies	4-8 hours	yes	yes	yes	euphoria, sleepiness, peacefulness, poor coordination, mental disorientation	cerebral cortex reticular formation	physical deterioration, possible coma and death	possible coma and death from overdose, respiratory failure
llowed or cted	varies	4-12 hours	yes	possible	possible	drowsiness, peacefulness, fainting, vomiting, tremors	thalamus reticular formation	chronic depression	increased disorientation, dizziness, faintness, possible coma and death
llowed or cted	varies	4-6 hours	yes	yes	yes	apathy, euphoria, stupor, loss of concentration	spinal cord medulla hypothalamus	constipation, loss of appetite, lifetime physical dependency, death from overdose, hepatitis and ulcers from use of needle, malnutrition	very hazardous, may cause coma and death from respiratory failure
aled	varies	varies	yes	possible	yes	short term euphoria, intoxication, delirium, seizures, coma	medulla	permanent liver, kidney and bone marrow (blood) damage, heart damage, death possible from asphyxiation or respiratory failure	
llowed	varies	2-10 hours	yes (possible)	yes	yes	poor condition, slurred speech, loss of awareness	reticular formation and higher brain centers	cirrhosis of the liver, psychosis, malnutrition, nerve cell damage, lifetime dependency	
aled, llowed or cted	varies	4-12 hours	yes	no?	yes	excitement, loss of concentration, hyperactivity, possible aggressiveness and hallucinations	spinal cord medulla reticular formation	permanent psychosis, high blood pressure, heart attack, death from overdose	increased lack of judgment
aled, llowed or cted	varies	varies	possible	no	yes	euphoria, intense excitement, possible hullucinations, convulsions	spinal cord cerebral cortex	malnutrition, severe mental deterioration	
oked or wed	varies	varies	yes	yes	yes	relief from craving (withdrawal symptoms), relaxation, very slight stimulation	cerebral cortex medulla reticular formation	emphysema, lung cancer, mouth and throat cancer, heart damage, loss of appetite	
oked, allowed or ffed	1-2 cigarettes	4 hours or less	no	no	possible	light euphoria with normal dose to hallucinations with heavier dosage	seems to act on the reticular formation (research is not complete)	not known	hazardous when combined with alcohol
allowed or ected	500 milligrams	4-12 hours	yes	no	yes	same as LSD	reticular formation		
ually allowed	100 micrograms	up to 12 hrs. up to 4 days for STP depending on dosage	yes	no	yes	hallucinations, sensory distortion, euphoria, panic or depression, sense of expanded awareness	reticular formation	recurrent psychotic episodes, possible damage to chromosomes	